

# SCHOOL JOURNAL

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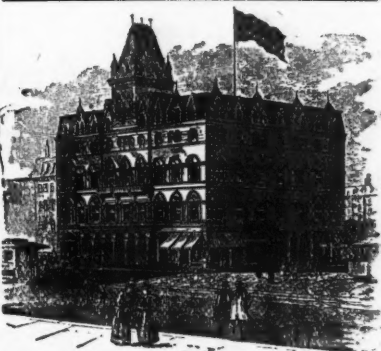
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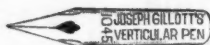
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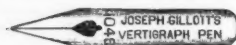
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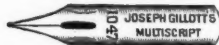
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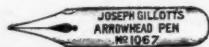
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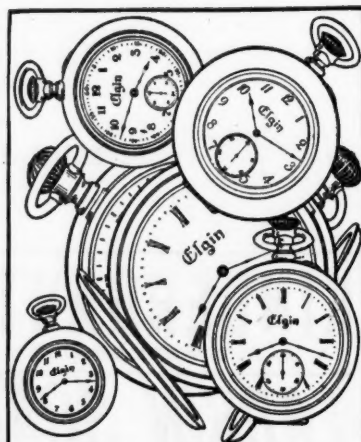
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LVII.

For the Week Ending October 29.

No. 15

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## A Dame School.

It was not a little village school presided over by a wrinkled and white-capped village dame. It was the top story of a house which a century ago was a country house of some pretensions, but the town had overtaken it, and it and some of its fellows had been hidden away by mean shops which marched with the thoroughfare. You approached it thru a covered hall, which brought you into what had once been a spacious garden. Nothing remained of the garden but two long rows of stately elms. All the rest had been trampled by the feet of the school children into a mold of mud, which hardened in summer and softened in winter as the seasons went round.

The house was massive and simple in the style of its period. The wide door, and the windows, five abreast, had architraves like eyebrows above them, but it was the only departure from a severe simplicity. It looked melancholy, but not so melancholy as its neighbors, which were caught into a horrible slum called Gordon's Lane. At least it kept its seclusion.

### The Mistress of the School.

That it was not so abandoned as these, was probably because it belonged to our schoolmistress. She was an elderly spinster, with an excitable manner, and a nervous blush and smile. She had large, pale-colored, tearful eyes, and loose lips, which twitched a little. Her hair, half fair and half gray, had a fluffiness unsuited to her years. Altogether she had a somewhat unsettled and fly-away look, but that she was a lady there was no doubting. Probably for this reason she had a considerable number of pupils of that tender age when school is rather a matter of amusement than of solid learning. Her eldest pupil was probably not older than seven; her youngest was a toddler of two. In a good many respects she was probably as young as her youngest pupil.

She had made sacrifices for conscience' sake, poor thing, in a time and a country which had, and has, little sympathy for "verts." Else she need not have taught school. But her rich relations had cast her off utterly, and her one companion in her Romeward voyage, her sister, was English governess to the children of some one near the person of the Empress Eugénie, some one of blood, perhaps, more than the imperial blood of those days.

A portrait of the sister hung above the fireplace of our mistress's private room, to which we were often carried when we were sleepy, to be tucked up for an hour or so on the sofa. She was entirely unlike our schoolmistress. She was a handsome, black-browed brunette, with firm lips and an air of will. It was easy to see that she had been the pioneer in the matter of conversion. One could as well imagine a butterfly launching itself on a stormy sea in order to reach a safe haven the other side as our schoolmistress. But now that it was all done she had great joy of her sacrifice, which gave her a stronger foothold in life than any she had known heretofore.

She had her convert, too, an orphan whom she had watched over from babyhood and reared in her own faith. He had no claims on her that any one knew of, and her means were scanty enough; but he had a room in her big, solitary house, and had shared her bread till such time as he should go out clerking and earn his own crust.

We thought him fully grown up; he was probably about fourteen. He used to strut a good deal about the

infants' school when he was not at school himself. He was a flat-faced, ridiculous boy, whom nature had quite unfitted to be anything thru life except a jest or a jester. Later he took up the latter part, but in the seriousness of fourteen he excited derision in the minds of the infants who looked at him with such innocent eyes.

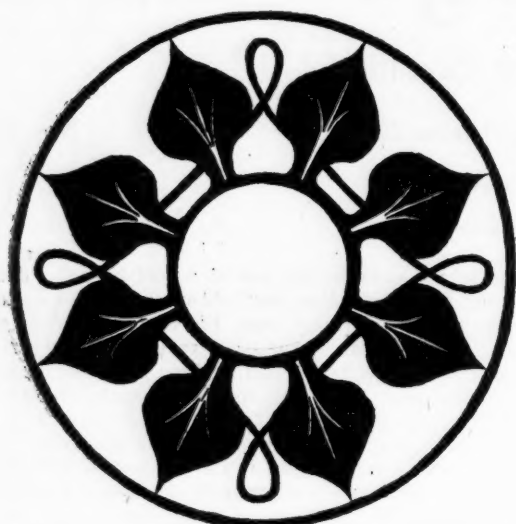
It is so long ago that I wonder I can remember it. Midway in those schooldays I had a year or two of darkness because of a serious affection of the eyes. Perhaps in that darkness the very limited experiences of my five-year-old life took on a disproportionate value, and, being much thought over, impressed themselves on the brain. Anyhow, I remember the things before the darkness far more clearly than the things after it.

### Sent to School, but Not to Study.

Primarily I was sent to school because I had taken to read too early, and that I should have been sent testifies eloquently to the slight value parents set upon learning at that particular school. I was, in fact, sent so that I might not learn. I had also the reputation of infantile wickedness to some extent, because I invariably broke anything breakable that I came across, and utilized almost my first strength to fling plates out of the window. Also I had a tendency to rid myself of my outer garments. If the maid in charge but lent herself to five minutes' conversation with a crony or a policeman, hey, presto! I was coatless and hatless, and the secret of what I had done with my garments was not to be wrung from me. Hence, when I went in charge of elder children to the



Anna Fabricius Teaching the Children of the Poor.



Original Design by a pupil of the Boys' High School, New York city.—Courtesy of *Art Education*.

dame's school, it was thought wise to button my coat at the back instead of at the front, which was the cause of mortification to me, as the street boys shouted after me a tag of the day: "Here's Paddy from Cork, and his coat buttoned behind him."

This egoism leads up to the fact that between me and my schoolmistress an exceedingly tender friendship grew and thrived. She was not dismayed by my reputation. I, oftener than the others, had the privilege of a snooze in her private room, and a share in her tea and buttered toast. I was admitted to her secrets as none other was.

I remember that once she was invited to a picnic. She was a very friendless person, and I think the picnic was given by the parents of a pupil. Anyhow, she was immensely excited over it. I should have mentioned in the forefront of this narrative that our schoolmistress's wardrobe was the most remarkable thing about her. Her sister, a masterly woman, was constantly at court. From English governess she had risen to be *dame de compagnie* to her marquise, and a person highly esteemed in imperial circles. How many times she changed her dress during the day was one of our infantile narratives, as entrancing as Aladdin or Sinbad. She sent all her cast-off, scarcely-worn garments to her sister in Ireland, and the result was that our schoolmistress was nearly as embarrassed by the fineness of her raiment as Mme. Louise of France at the Carmelites, when her plainest dress in which to clean the pots was an untrimmed gown of pink silk.

#### The Schoolmistress's Wardrobe.

Our schoolmistress always went in silk attire, generally in sober hues of black and white, what they called "hair-stripes" in those days. But never had my young mind conceived such visions of splendor as burst upon it when she revealed her hidden store of splendor and called upon me to decide between white lace over pink silk with a pink parasol, or black lace over blue silk with a blue parasol. I don't know how I decided, but she gave me to understand afterwards that her appearance at the picnic had been a brilliant success.

She showed me an innocent favoritism in the matter of my studies. Spelling was my strong point—words of not more than two syllables. There were spelling classes constantly. It delighted her to set me at the foot of the class, and see me rapidly mount. Contrariwise, arithmetic, in which my rightful place was at the bottom of the class, seldom formed our subject of examination.

I think the parents must have winked at the eccentricities of our schoolmistress, since she was good to us and kept us out of mischief. Her manner of teaching us sewing must have been a little trying to the mothers. She invariably cut the hems off our frocks or pinafores

and set us to make a new hem. That, in its turn, went the way of the old, and so on till our garments shrank almost out of sight. I never heard that any one objected to this curious method of teaching.

I have no memory at all of the scholars; all my impressions seem to have centered about my schoolmistress. I remember that the school furniture was rickety. It must have been of the most primitive kind, for its stability depended on two or three spindle legs. If an ill-conditioned infant should kick out at one of these the whole school furniture collapsed in ruins, with the school, for the time being, buried beneath it. It was a crime we were fond of committing when a nasty temper had possession of us. None of us feared our preceptress; and our hearts must have been hard, for it would take a whole forenoon to get those desks on their legs again.

—*Pall Mall Gazette*.

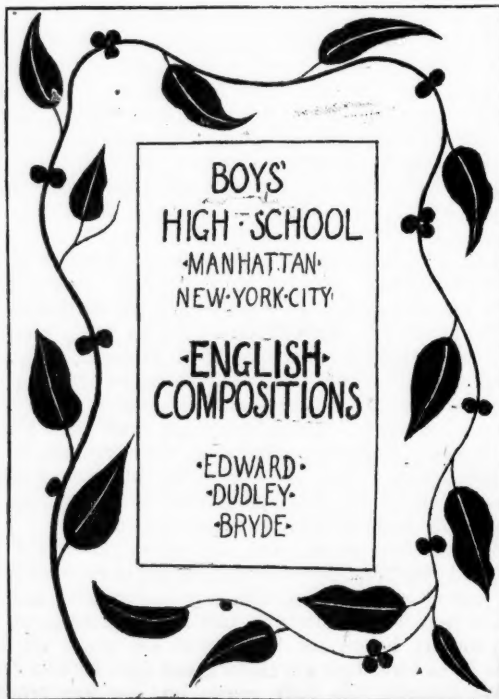
### The Presumption of Brains.

A. P. MARBLE, in the *Pennsylvania School Journal*.

In these days most children are thought to be too feeble to go to school in a storm. Instead of the little red school-house, they have palaces of pressed brick, with furnaces, double windows, and polished desks; and when it rains the storm signal stops the school. We do not recognize the probability of physical hardihood; and we do too little to develop it.

No more do we recognize intellectual vigor—brains—in the child; and many of the recent methods of teaching do not stimulate the growth of mental fiber. To begin with, the kindergarten is an attempt to systematize play, and by a species of legerdemain to get from play the discipline of work. But play, useful and necessary as it is, is spontaneous activity; and it ceases to be play when reduced to a system.

Next object teaching comes in and entertains the child thru the senses; as if the senses were all-important, and the brain non-existent or not to be disturbed. But the sense perceptions predominate in the child; his whole life before coming to school is made up of them. It is not these that need stimulating, so much as the mental activity to which they ought to lead. The objective method is good, even indispensable, in due proportion; but the tendency is to so emphasize it as to neglect the



Original Design by a pupil of the Boys' High School, New York city.—Courtesy of *Art Education*.



brain which most needs and has less of the training.

When we come to reading, the methods are simplified to the last homeopathic dilution. The simplest word is illustrated by a picture of the most familiar object—a cat; and from this we advance by imperceptible gradations, interminably. This elementary process is good for a start; but it should be dropped very early—as soon as the child catches the notion of what reading is. There is a presumption that the child has brains, and that he can soon see thru so simple a process.

And spelling is tabooed by many progressive educators, especially the spelling book; as if it were too great a tax upon the "gray matter" for the child to learn to spell a word which he has not used!

In number, objects and pictures are used, in many of the highly elaborated text-books, to such an extent that any one of the higher orders of domesticated animals ought to learn the elementary processes of arithmetic in less time than is assigned for the average child. I am not objecting to these ingenious methods, at the beginning; but they ought to be dropped at the earliest possible moment, so that the child may be compelled to employ his own activity—to use his brain; for, let it not be forgotten, the child is presumed to have brains.

In the study of language—for grammar is a term not to be tolerated till the age of adolescence—the simplifying process has eliminated everything above mere childish twaddle. Nothing beyond the child's limited comprehension is to be placed before him. The geography is made as familiar as the school yard. The supplementary reading is, much of it, written down to the child's low level. Finally the text-book is abandoned; and the teacher, laced in corsets of snug-fitting programs and definite directions, is set up to talk, talk, talk. School must be made interesting. The children must not be overworked.

There is a presumption at the start that the child has brains. It is safe, also, to assume that he has used that organ to some extent, and in more directions than one, before coming to school; and he must be compelled to use it again, and to use it constantly. This presumption will enable the teacher to skip many of the methods and to lighten and shorten the work.

Excerpt.



## Herbart's Philosophy and Pedagogy.

ARNOLD TOMPKINS, in the October *Educational Review*.

Herbart's educational theory is apparently sounder than the philosophy upon which it is based. Directly opposing Hegel's doctrine of unity and reality, his philosophy substituted a mechanical duality in which unity is impossible. The self to be educated, according to Herbart, is one term of a relation standing over against another which exercises an external influence upon it. This relation between the soul and the world outside is the thread of influence which shapes Herbartianism. The emphasis given to the value of knowledge as against mere formal discipline is a result of his doctrine that the soul is at the mercy of the external world.

This theory explains why Herbartians divide subjects of study into "moral and non-moral." Moral content comes from without; it cannot be supplied by the pupil from his own thoughts. While such studies as history and literature have, according to the theory, moral content, nature studies have no moral virtue. This is certainly a peculiar distinction. Those who believe that the soul in itself has self-urgency, understand that all thought processes are ethical in result.

Interest, so the Herbartians say, resides in the external object, and this must therefore be made interesting to attract the learner. Dr. Dewey has shown that this is based on the false assumption that what is to be learned stands mechanically apart from the learner. Here also, if we hold that the pupil is constantly under the influence of an ideal, we can understand how the pupil takes an interest in the object because of his primary interest in himself. The culture-epoch theory also provokes adverse

criticism under this theory of the external relation of the subject to the learner.

Herbartian discussions of apperception make the whole process one of interaction among ideas which are in some way apart from the learner. The entire description of the apperceptive process arises from an effort to keep the self apart from the things which play upon it. These ideas outside the mind act upon each other according to mathematical laws. Herbartians speak of apperception as if it were a step in education. It is, in fact, the whole process.

The numerous discussions on the subject of Herbartian concentration and correlation show that this whole matter is fearfully mixed. Yet, despite the confusion, it seems clear that a great educational reform is being wrought, so that under it all there must be substantial truth of great educational value.

The root of the difficulty is found in the substitution, in Herbartian philosophy, of a passive monad for a soul which has the inherent power of self-realization. No subject can be defined by circumscription, for it has no definite limited field of subject-matter. Each subject works over the whole field of truth. All is plastic to the creative mind that constructs subjects for itself. This would, however, have no meaning to the Herbartians. They would say that the world is to be received, not constructed.

In his constant strain for self-realization, man constantly uses his environment to that end. In his effort to realize himself thru his physical environment, we have geography; when more fully specialized, the sciences. Number, we are told, arises in man's effort to adjust means to some ideal end. It is then a process of self-realization. Grammar reveals man in the act of passing from his real to his ideal self, since the subject of the sentence expresses his real self, the predicate his ideal, while the verb expresses the tension between the two. Thus every subject is born of some outgoing effort of man to realize himself. It is just this determining factor that the Herbartian philosophy lives out. If all this is true, the child is the only organizing center in the process of education. One subject is then, as good, or as bad, as another for such a center. Correlation does not require inner connection of thought, but it is an artificial passing back and forth from one subject to another. For example, in studying the Revolutionary war, it is necessary, in certain connections, to consider the valley of Lake Champlain. Now, in studying the valley in relation to the movements of the English the student is not correlating geography with history. The valley is simply a valley and the student is transforming that valley into history. At another time and for a different purpose, he may transform the same valley into geology or poetry.

Correlation, in its truer sense, is then the organic life of the subject in its construction by the student in the process of realizing some life purpose. What the teacher needs to do is to forget all about his correlation and concentration, bring himself into the vital energy of his subject, and gather into the movement whatever the life of the subject requires. This is what every real university student does. And no teacher in a college or high school has ever troubled himself to find a central subject about which to organize other subjects. The method appears only in elementary work—a strong hint that the student is himself the agent that forms and transforms the world into subjects applying to his own life.

The same mechanical influence appears in the details of the Herbartian method of instruction as given in the formal steps—preparation, presentation, association, condensation and application. All this is very ingenious and systematic, but the mind and its ideas do not stand apart as the "formal steps" assumed.

The Herbartians do not adhere strictly to the Herbartian philosophy, but waver between the principles of self-activity and mechanical duality; but so far as they can claim a system of pedagogy, they must accept as its creative principle the central truth of Herbart's system.

Condensed for THE SCHOOL JOURNAL.



## Literature :

### How to Make the Study Interesting.

SAMUEL THURBER, in the September *School Review*.

No one ever enjoyed reading a book or a story plus a body of notes. Nobody ever reads in this way except pupils under compulsion. The use of explanatory notes and printed questions is a necessary result of the fitting for college in English literature. The condition is however unnatural and unwholesome. The desire of the genuine teacher is to aid his pupils to the gaining of culture in as large a degree as possible; the desire of the preparatory teacher is to meet the demands of an examination.

Mr. Thurber makes no attempt to reconcile these two conditions, but proceeds with what he calls the real natural questions in the teaching of English literature, not the artificial ones. In showing why literature is taught in the schools he says that one reason is the same as the great argument for the study of Latin and Greek, which is, the historical value of these languages as reflecting an important stage in the development of humanity. Every self-respecting man is interested in his ancestors and asks about their employments, their religion and their education. He reads the books which they read. He was born a lover of his native classics and it is for education to develop this strain. If then, literature be viewed as the link that binds the present with the past and if the aim of education is to unfold in the individual the consciousness of his relations to all humanity and human achievements, the purpose with which literature must be taught is evident.

It must not be taught as something from which the pupil is to be forever emancipated when school days are over; it must not be made a task of memory, it must not be taught as an opportunity for criticism. The purpose of teaching must be to awaken love for the subject and to make the study pleasing and memorable.

This principle deeply affects the usually accepted methods of teaching the subject. In the first place it prohibits *formal examinations*. [Such examinations are inconsistent with real, spontaneous interest in any subject. Instead, such methods should be employed as shall enlist the pupil's interest by stirring his emotional nature and making his reading of books and learning about writers a pleasure and a recreation. Every writer, whatever the character of his work, wrote for the purpose of pleasing or instructing or persuading his generation. Writings continue to be read because they please, instruct or persuade. We have no right to thwart the great intent of literature by causing it to do anything else. Literature must be made pleasing. What cannot be made pleasing, because of defects in our taste or because of pupils' immaturity, should be let alone.]

Our mistake in this work is the attempt at thoroughness. Pupils are too often expected to learn everything about a selection that can be known, to analyze it, paraphrase it, and if it is poetry, prose it and make it ugly. If the aim is to have questions answered in detail, whether these be verbal, grammatical or rhetorical, of course the great classics are very difficult, and far beyond the reach of children; but if the aim is simply to have them read with feeling, no epic or drama or lyric is forbidden our choice. Only extensive reading gives acquaintance with literary forms, literary diction and literary allusions. The young reader is delighted to find to-day's reading explained by the reading of last week or last year.

The first duty of the teacher is, therefore, to give his pupils abundant opportunities to read good books. Reading must begin early and must never cease. The teacher must know what the good books are and he must see that he recommends such books as really take vital hold on minds. The danger is that the reading becomes a task done to please the teacher, instead of being spontaneous. The teacher must advise, stimulate, reprove in private, dissuade, never mark, and never scold.

The teacher of literature will come gradually to know

good books, good extracts and good poems. He will not recommend the unabridged volume of Wordsworth, but he will recommend poems by title. He will strike out of his collection whatever he finds has not, among his pupils, year after year, a genuine constituency.

Do not adopt the notion that a book once begun must be read thru, or must be finished before anything else is begun. An author who does not hold his reader by his power to interest, does not deserve that his book be read by an effort of will. All reading done from a sense of duty is, for a child, worthless.

The average boy or girl of to-day will read a story. Its attraction is irresistible. The teacher must use and guide this novel reading tendency, accepting as a psychic truth that the appetite for fiction is natural and its satisfaction, in due measure, reasonable. Guide, not forbid; dissuade from novel reading, not by condemnation, but by persuading to better things.

But what to do with the class hour? Here is the opportunity for telling interesting facts of literature, for setting forth something of the writers' lives, for placing them in their historical setting, for telling anecdotes about them—for doing anything that shall exalt the makers of our literature. The teacher must speak from a full mind and the pupils must be made interested. The best way to communicate the love of literature is in the conversational way, not by having pupils recite a prescribed lesson from a manual.

The teacher of literature must be an accomplished man or woman. He must possess considerable acquaintance with literature and he must be able to render the great passages lovingly and impressively with the voice.

Condensed for THE SCHOOL JOURNAL.

## Literature and the People.

JOHN MONTEITH, in *Education*.

You may not at once discover in popular literature an agency by which large masses of people are swayed, but you will recognize in it a power that has deeply affected yourself. This effect has been caused when in the leisure hour you have sat down with well-known, popular authors, such as Bunyan, Defoe, Addison, Burns, Scott, Dickens, Hawthorne, Longfellow. The instruments of this power have been some very old forms of words, the authors of which are unknown—nursery songs, fairy tales, ballads, the Arabian Nights, the stories of Troy and Achilles; and of the authors named, such books and pieces as *Pilgrim's Progress*, *Robinson Crusoe*, *Sir Roger de Coverley*, *Auld Lang Syne*, *Curiosity Shop*, *The Scarlet Letter*, and *The Village Blacksmith*. While reading these pieces of literature, or any others of the same class, you have been conscious of a pleasure arising partly from the subjects treated, and partly from the forms of expression; but under the glow of feeling experienced, when engaged in the reading these features were blended—they are naturally blended—and you never separated them for separate study, for why should you?

An influence that plays so important a part in the making of individual character and nations, and in promoting social health and happiness, an influence so natural in its origin and popular adaptation, must, like sunlight and rain, belong to all. It is equally true that literature is necessary to all. It may not be long hence when it will be generally acknowledged that to all human beings, in all conditions of life, beauty is as necessary as bread.

If literature is to do its appointed work in the world, it must be universal and democratic. To confine it to a class is to kill the soul of it. No more is it to be limited to any particular period of a single life. It rocks the cradle and is the staff of the old man. It has no school age and it never takes a diploma of graduation, for it is always fresh, green and growing. The spirit of it is pure benevolence. It is the round table of universal brotherhood. The knights who sit around it are in every house and every school.

Excerpt.

## Parents and the Public Schools.

CHARLES N. CHADWICK in *The Outlook*.

There are now organized in Brooklyn, in connection with the public schools, seven societies of parents and teachers, which meet regularly once a month, each in the school building with which it is connected. The membership, at the time of organization, varied from thirteen to fifty parents, and from two or three to twelve or fifteen teachers. A few heads of departments have connected themselves with the movement, but no higher officials as yet. The officers and committees are selected from both teachers and parents.

Reports show that the discussions include largely the physical conditions of home and school as well as educational topics. Among the subjects are playgrounds, best mode of dusting school-rooms, scrubbing floors, contagious diseases, cigarette-smoking, good breakfast, warm underclothing, air in the sleeping chamber, baths, home work, primary teaching, reading, books, newspapers, pictures, music, etc.

A teacher writes that "we learn much from the mothers, for they have had many experiences which young teachers only theorize about." This thought contains a strong argument in itself for the existence of parents' societies. But they are of yet more value to the parent than to the teacher. That interest increases with the effort put forth is a general rule of action. Thus the parent, by taking an actual part in the education of his child, is led to follow up a line of thought engendered by discussion, and, under the inspiration of this stimulus, he has his educational horizon broadened and deepened, and grows into vital interest in the school, the teacher, and the child.

The preliminary steps of organization are these: Let a few earnest teachers and parents meet and appoint a committee on organization, which shall outline a constitution and by-laws. Let this committee obtain the consent of the principal of the school and of the chairman of the local committee to hold a meeting some afternoon or evening in the school building. Notices should be sent out to the parents and teachers connected with the school. It is well to have some one present who can clearly state the object of the meeting. Elect a temporary chairman and secretary and proceed to adopt a constitution and by-laws, inviting very free discussion of each article.

The following is a form of constitution which has been adopted by most of the Brooklyn societies:

### ARTICLE I. *Name.*

### ARTICLE II. *Object.*

The advancement of the mutual interest of home and school.

### ARTICLE III. *Officers.*

President, Vice-President, Secretary, and Treasurer.

### ARTICLE IV. *Duties of Officers.*

Such as usually belong to these offices.

### ARTICLE V. *Time of Meetings.*

Once a month.

### ARTICLE VI. *Standing Committees.*

Child Study, Education, Home, Literature, Science, and Entertainment.

### ARTICLE VII. *Advisory Committee.*

Composed of the Chairman of the Standing Committees, with the President, ex-officio.

### ARTICLE VIII. *Membership Dues.*

Dues payable monthly.

### ARTICLE IX. *Amendments.*

By-laws can be adopted to suit the particular needs of each society.

Each member should join one of the standing commit-

tees. The monthly meetings should be held under the auspices of the different standing committees in turn. At these meetings some one of the members should be prepared with a paper or talk, and the other members prepared to discuss the subject. In this way all are brought into active participation, and the general interest enhanced. It is also advisable to secure occasionally prominent educators to give lectures which may be followed by discussion. The meetings should be judiciously allowed to manage themselves.

Excerpt.

## Child Study.

### Attitude of the Teacher Toward Child Study.

EDGAR DUBS SHIMER in *The Teachers' Quarterly*.

The object of my immediate attention is to get at the true mental attitude of each teacher toward child study. The cold scientist can well afford to ignore this phase of the matter. Science as science is supremely theoretical. Psychology cares not a fig whether a mind is right or wrong, sane or insane, so long as the fact observed is a mental occurrence. Pedagogy cannot abide such an issue. It is a practical science, and draws its principles from every available source, as do all other practical as distinguished from theoretical sciences. Religion and ethics furnish the aim; psychology the means; and the whole world of literature and science the matter.

Teachers will never approach solidarity on this question of child study, nor move forward in solid ranks with proper elbow touch, until each teacher has clearly established for himself, and is ready to make plain to others, what he thinks child study is for him as a teacher.

Excerpt.

### Children's Drawings.

M. V. O'SHEA in *Art Education*.

Studies upon children's drawings show that at first they represent what they know of an object rather than what they see, even when the object is directly before them. A young child's drawings, in other words, are imaginative, even when he is supposed to draw from the object. It is evident then, that one of the most important means of leading the pupil to clearer seeing will be thru his imaginative or illustrative drawings, wherein he reveals how he conceives the various objects which he represents. By proper questioning the instructor may lead the pupil to see wherein his representation differs from what he could really see in looking at the things which he represents. In this way, by correction and extension of mental images the pupil is led to view more accurately external objects.

Excerpt.

### Said by Children.

*Texas School Journal.*

A little four-year-old, upon seeing the first beams of the morning sun, exclaimed: "Oh, mamma! God's opened his door."

"Why, papa," said Frances, who was looking at the album, "surely this isn't a picture of you?" "Yes," replied papa, "that is a picture of me when I was quite young." "Well," commented the little girl, "it doesn't look as much like you as you look now."

A little four-year-old occupied an upper berth in the sleeping-car. Awakening once in the middle of the night his mother asked him if he knew where he was. "Tourse I do," he replied, "I'm in the top drawer."

A little fellow of five, fearing that Santa Claus would forget him, wrote the following letter:

"Pleez fech me an ingen and sum cars and a picter book and sum candy and a poney and sum other anamiles. "P. S.—If the poney is a mule pleez tie his behind leggs."

Excerpt.



## School Discipline.

### Corporal Punishment in England.

EARL BARNES in *Education*.

The virtues of flogging are all summed up by Captain J. W. Nott Bower, chief constable of Liverpool, one of the cities where whipping is most used. He says: "Whipping has been found a most efficient and effective punishment. During the last five years, 489 boys were whipped once. Of these only 135 have been again convicted. Of the 135, forty-four were whipped the second term. Of the forty-four only ten were convicted the third time, and two only for a fourth time. No other punishment can show such a record; and I am strongly of opinion (in mercy to the children) its use should be largely extended, and girls, as well as boys, be rendered liable to it."

Excerpt.

### Order in the School-Room.

JULIA EMILY KENNEDY in *The Inland Educator*.

Happily the old "pin-drop" ideals of order have forever vanished from our school-rooms; and with the banishment of the old iron-clad "rulers," a more healthful moral atmosphere has pervaded the schools, and more humane relations have been established between pupil and teacher than existed in the past. No need to recall the old Reign of Terror. If the system was hard on the pupils, it was infinitely harder on the teacher. On one side stood Tyranny, on the other, Rebellion; on one side Repression, on the other threatened Explosion and chronic Insubordination; on one side a Dread Enemy, on the other incipient Anarchy. "Breaking of the rules" without being caught was legitimate, and so much clear gain. To "tell on" a wrong-doer, no matter how flagrant the offence, was cowardly and treacherous; it was base desertion to the camp of the enemy, and was punished by the social ostracism of the pupil who "told."

While much has been accomplished in the substitution of better courses of study, better teaching and, therefore, a more abiding interest in knowledge than existed under the old régime, yet in many school-rooms the fetish of good order is still worshiped. The pedagogical waters are, however, being stirred, and new interests and new motives are felt in many schools. In the best of these order takes care of itself; the pupil has so many new interests that he has no time to be bad or disorderly. Thus incidentally, the working force of the school is enlisted on the side of law and order.

Excerpt.

## The Ideal Lesson.

ELIZABETH P. HUGHES in *Educational Foundations*.

The ideal lesson must be complete in itself. It must have a beginning, and a proper and complete ending. The ideal lesson must be vitally connected with a series of lessons. It must be preceded and followed by private work. It must be connected with the life of the child. It must be connected with the life of the world and with the world of books. It must be connected with the previous life of the child and it must have the salient points clearly emphasized.

Excerpt.

## Elective Studies in High Schools.

J. T. HARRIS in the *October School Review*.

In an article entitled "Elective Studies—Where," in the current number of the *School Review*, Mr. J. H. Harris quotes several letters from prominent educators giving their opinions regarding elective studies in high and secondary schools. These letters read in part as follows:

In answer to your questions, I beg to say that I believe in a limited use of options in the high school. I may expand this

answer sufficiently to say that what I have in mind is, not an option that would permit the student to destroy the symmetry of his secondary-school course by omitting some integral element of that course, such as language, or science, or history, but merely an option between languages, sciences, or topics or periods of historical study.

In answer to your second question I would say that these options may profitably extend, I think, thruout the whole secondary-school course. They may certainly be used to advantage in the latter half of it.

NICHOLAS MURRAY BUTLER.

*Columbia University.*

Generally speaking, optional courses are about all the latitude which can be allowed in schools of smaller size, and even then, the fewer the courses the better for the school in general. In fact, I do not see how optional subjects can be permitted unless the classes are large enough to section. Generally speaking, secondary students are so immature, combs are so small, and optional courses afford so large a degree of freedom that optional subjects are not desirable.

GEORGE B. AITON.

*State Inspector of High Schools, Minnesota.*

In general, I am in favor of options: I consider them desirable and practicable, but they must be carefully guarded, as the introduction of an elective system involves a vast amount of consultation on the part of the principal with the pupils, and often with the parents.

CHARLES H. THURBER,

*Dean of the Morgan Park (Ill.) Academy.*

Our school has a total enrollment thus far this year of about eight-hundred twenty-five. We offer but two courses known as the "General" and "Classical" courses.

Our program is probably more conservative in the matter of options than most schools of its size, and I shall advocate the extension of such liberty when I can secure the additional teachers that such extension would render necessary. We have four years of one subject known as history and English. Roughly speaking, it consists of half a year each of history and English. I should like to see history stand side by side with English for the last three years (each study being given four periods per week, and continued for the full year). A full year in political economy should be offered. If such courses could be offered then I believe there should be large freedom of election: some would take more of history, some of English, some of science, and I think there would be stronger work in each subject.

WM. H. SMILEY.

*Principal of the Denver (Col.) High Schools.*

I should be very much surprised and alarmed to know that most of the larger high schools have not adopted options in the high-school course. I do not mean options between courses, but options in studies. About one-half of the work in the Chicago high schools is required; the other half is open to selection by the pupils.

Of course, the small high schools may not be able to have more than one course, and pupils may be required to take it, where, if the school is large enough and the people wise enough to give parents an opportunity of selecting for their children, it certainly ought to be done. In Chicago we shall have more rather than fewer options.

I am an ardent advocate of classical study, but I am thoroly convinced of the true statement that "what is one man's meat is another man's poison," and, since the high schools are the schools of the people, we must aim to accommodate the people within the lengths of all reasonable demands.

Excerpt.

A. F. NIGHTINGALE,

*Superintendent of the Chicago (Ill.) High School.*

## Intercollegiate Debating.

CECIL FREDERICK BACON in *The Forum*.

At present there are no less than a score of collegiate debating leagues in all parts of the country. Yale, Harvard, and Princeton have annual contests; the University of Pennsylvania debates with Cornell; Williams, with Dartmouth; and Columbia, looking to the West, has found an opponent in the University of Chicago. The most novel arrangement, however, is that of Northwestern university and the Universities of Michigan, Chicago, and Minnesota. These, about a year ago, formed the Central Debating League,—the most comprehensive union of the kind yet produced. The four universities dispute in groups of two each; and later, the winners of these two contests meet for a final battle. Additional leagues are continually being formed.



This activity permeates the atmosphere of each college; and positions on the team of debaters for a great inter-collegiate struggle are obtained only after a most rigorous and exhaustive competition. There can be no doubt as to the desirability of this competitive work. It produces good debaters; and a good debater must be an apt compiler of authorities and statistics, an expert thinker, and able to select the vital points on which the fate of an argument depends.

In general, the system can hardly fail to commend itself to all interested in educational progress; for in this way, the powerful incentive of college spirit and rivalry, of individual competition and success, supplies what is so often lacking in the student's labor, and is so necessary to his advancement—the feeling of personal intimacy and personal enthusiasm.

Excerpt.

### Modern Greek Study.

HARRY DE FOREST SMITH in *Education*.

It is only of late years that modern Greek is beginning to receive the attention it deserves. The fact that it is an object of interest and study to many men in many universities in Europe goes far to disprove the idea once held that it contains no considerable remnants of ancient Greek and is unworthy of philological study.

While in England the value of the study has been recognized and insisted upon by such men as Professors Blackie, Jebb, and Jannaris, not to mention others, and while much work of importance has been done, very little has yet been done in America. Prof. Sophocles, of Harvard, in his day made some important contributions, notably his invaluable Greek Dictionary of the Roman and Byzantine Periods, and his *Modern Greek Grammar*. In 1877, a book entitled "The Modern Greek, its Pronunciation and Relations to Ancient Greek," was published by Mr. T. Timayenis. In 1896 appeared Stedman's *Modern Greek Mastery*, and the *Modern Greek Method* of Rizo-Rangébé, an officer in Greece. This year Dr. A. Rose has published a series of papers on modern Greek subjects under the title *Christian Greece and Living Greek*. Besides this the Greek newspaper *Atlantis* has been in existence in New York for five years or more. Otherwise little has been done. This year Harvard is the first of our great universities to offer a course in the elements of modern Greek. She will no doubt be soon followed by other institutions. In fact some colleges, as Amherst for instance, have already announced their readiness to offer such courses. The advantages to students of philology, of archeology and of history, of a knowledge of this tongue are evident. The student and lover of literature may also find some benefit in such knowledge, for Greece to-day can show an array of writers in prose and verse of no mean quality.

Excerpt.

### Greek Boys and Greek Schools.

FREDERICK E. WHITAKER in the *Popular Science Monthly*.

The best time for children to begin school was as perplexing a question to the ancients as to us. Some argued that the introduction to books should not begin before the seventh year; the really vital point that some are too young at seven while others are too old, was, as now, lost sight of. Hence the carelessness of parents often left an unoccupied period between infancy and school days, which the boy or girl employed in sports.

The care that the Grecian boy received in his formative years made his moral training more effective than that inculcated by the most careful of modern parents. His general education, coupled with continued physical instruction, produced a moral cultivation fully as strict as that the Christian father deems necessary for his daughters. A pedagogue, generally an old, trusted slave, led the boys to school and called for them after it closed, carried the books, looked out for the little boys, kept the

older ones from fighting and falling into bad company, and had a general oversight of their street conduct.

Education was private, the state having jurisdiction simply over the moral standing of the teacher. Schools were not allowed to open before sunrise or hold their sessions after sunset. A state fine refused admission to all but teacher and pupils; public examination day was thus avoided. Every respectable town had its school. The large cities furnished their schools with all the necessities and much that was ornamental.

In lower schools, the "spare the rod, spoil the child" doctrine was a Median article of faith. Flogging seems to have been popular in both Greek and Roman schools; even the learned Horace in his epistles says, "Well do I remember what Orbilius, good at flogging, told me when I was a little boy." Tho the ferrule seems to have been the favorite instrument in the Roman school, Lucian and Plutarch have noted the use of the sandal in both domestic and scholastic corporeal correction. Stoicism did not prevail among the whining schoolboys, tho there is no reason to suppose that the penalties were any more severe than ours of two decades ago.

To the common-school education in the time of Pericles there were but three departments; no language course, as all barbarians were supposed to learn Greek, and no true Grecian would degrade himself by studying a foreign tongue. The so-called exact sciences had not yet obtained recognition. The three R's, included reading, writing, counting, and learning of the poets; music, including singing and playing on the lyre; and gymnastics, which included dancing.

Probably before the child knew its letters it was taught to repeat verses from the poets. The analytical mode of teaching the alphabet, by which a word is made to represent an object and then is resolved into its component letters, was not used. The individual letters were learned, and then put together to form syllables and words, called "syllabizing."

Not only correct pronunciation, but well-balanced intonation and rhythm, were demanded by the Greek ear. Reading aloud and learning the poets were great aids to this end. The children were taught to recite verses from Homer's Iliad and Odyssey. The Greek required his son to memorize poems, not only as an intellectual acquirement, but an incentive to holy living; and so thoro was the training that Niceratus can say in Xenophon's Banquet, "Even now I could recite the whole Iliad and Odyssey." Both of these books, some eight hundred and fifty pages of close modern type, are claimed to have been handed down by sheer memory from father to son.

Writing in ancient Greece was not for a long time considered a very important essential to the average man; probably being deemed servile, as business writing was almost entirely confined to foreigners and slaves. In time, however, it came to be considered an ornament for the rich and people of leisure, tho even the great orators and scholars employed private secretaries on almost every possible occasion.

The schoolboy's arithmetic consisted of the science of abstract numbers and the art of reckoning. The boy was taught to add, subtract, multiply, and divide. The pupil used his fingers in counting, and "counting by fives" came to be the fixed expression for all counting.



By Blanche Wadsworth, Brooklyn, N. Y.  
Sketch made by a student at the Marthas Vineyard Summer School, Courtesy of Art Education.

The units were represented by the fingers, a bent or crooked finger having a fractional significance. Our old-fashioned word *digits* (fingers) is a relic of this mode of reckoning. The practice of counting by fives and multiples of five has survived to this day, and forms the basis of all calculation, and will maintain its sovereignty as long as mankind has fingers and toes.

Geometry was not taught in the common schools, but was a favorite study of scholars. Over the door of Plato's lecture-room was written, "Let none ignorant of geometry enter here." The absence of the great number of compulsory studies which the modern boy is forced to taste, but seldom till his university course is enabled to digest, is a praiseworthy feature of ordinary Greek schooling.

The importance assigned to music and gymnastics forms the most noticeable contrast between old Hellenic training and ours. Music in its strict sense was practically synonymous with culture, and formed the basis of the educational theory. Real music does not cease with the song or the performance on the instrument, but wields its influence in making our lives in harmony or at discord with pure thought and noble action. The Greek thinker held that music not only had a refining influence, but that continuous playing of warlike tunes really made men warlike, and that passionate and voluptuous music made men passionate and voluptuous. The Grecian father was as particular about the kind of music his boy heard as we are about what our sons read.

The Greeks believed in physical training and complete bodily development. They held that gymnastics not only meant health, but that their absence made the coward and the loafer. At the first school day the physical training in the *palaestra*, under special instructors, was begun, and never ceased till old age called a halt. The *palaestra* was for boys, while the gymnasium was under state control and frequented by the youth and older men. No outsiders were allowed at either the boys' or men's gymnasium. Every day the boy was trained in one or more of the so-called "five exercises," which included leaping, running, throwing the discus, casting the spear, and wrestling. Boxing, and boxing and wrestling combined, were deemed necessary only for the professional athlete, and were not taught to boys, as likely to disfigure their faces and create quarrels and ill will. Boys were always attended by overseers in their games, and seem never to have indulged in sports in which they elect and obey their own leader and fight out their own battles. In all the schoolboy's physical training the motto was "Health, not display."

Excerpt.

## The First Free Grammar School.

A. O. WRIGHT in the *Wisconsin Journal of Education*.

The first free grammar school in America, and doubtless in the world, was in Plymouth. All the New England colonies established common schools as soon as the settlements had fairly started. This was usually done by the town meeting voting to have a school. These schools were supported as each town voted, usually by a mixture of public money and tuition fees. In a few cases the towns supported the schools free of tuition admitting, of course, only pupils from their own towns.

In 1670 the general court of Plymouth colony offered to give any town which should provide for a free school the profits from the excise on fishing at Cape Cod. Thereupon the town of Plymouth, by vote in town meeting, gave the rents from a certain part of the common lands, owned by the town, for a school, and some of the people of Plymouth individually subscribed to build a school-house and a dwelling house for the teacher.

The schoolmaster was a graduate of Harvard, and he seems to have paid too much attention to Latin and Greek, for in 1674 the town meeting voted that due attention should be paid to reading, writing and arithmetic, "besides what the country expects," that is the preparation

for college for which the colonial grant was made. Thus the controversy as to the object of public school, whether it should fit for college or for business, had already begun. In 1677 the town of Plymouth gave up the grant of thirty-three pounds a year, equal to about six hundred dollars nowadays, and went back to the "three R's."

Then the general court in 1677, the same year, offered five pounds, equal to about one hundred dollars nowadays, to any town which should maintain a grammar school, or what we should now call a high school, with an ancient classical course. This was paid year after year to several towns. They also ordered that every town of seventy families or more which did not keep such a school should pay five pounds to the nearest town which kept one. Doubtless the tuition was to be free, at least to pupils from towns paying the five pounds, altho this is not so stated.

In 1685 the colony proceeded to establish county grammar schools, by requiring a Latin school in each of the three county seats of the three counties, one of which was Plymouth. Each pupil from those towns was to pay three pence a week for English branches and six pence for high school instruction, but pupils from other towns were to pay nothing.

Excerpt.

## Work of the Superintendent.

JAMES L. HUGHES in *The Teachers' Quarterly*.

The superintendent who can most fully perform his duties towards his teachers is undoubtedly the best superintendent. The man who can most effectively inspire teachers has the power to perform his duty most completely, not to teachers alone but to the school board, the public, and the pupils. The teacher's work stamps the entire system, and he who stimulates the teacher to higher effort and improves the quality of her work uses his energy and his wisdom where they are most certain to be multiplied and reproduced as elements in the lives of all who come within the sphere of his influence.

Excerpt.

## Schools of Korea.

In a report to the state department on the schools in Korea, our consul general at Seoul, Horace N. Allen, says that the education of Korean children is usually carried on at home. Several families unite and employ a teacher, who instructs the boys in the use of the Chinese characters and the principles of the Chinese classics. Girls are not usually taught to read. Of late the publication of numerous papers, periodicals, and religious pamphlets in the native character is aiding the knowledge of the Korean, which is much easier to learn, and more expressive than the Chinese, which all officials know, since the Chinese is used in official documents.

In 1883 an English school was started in Seoul, under the care of T. E. Halifax. The school was kept running for two years, but the chief work was done in the months prior to the trouble of 1884. Most of the first-class interpreters in government employ were pupils in this school, and got their knowledge of English during this eight months. The Koreans are quick in acquiring knowledge of foreign languages.

In 1886 a school was started in Seoul under the charge of three teachers selected by the department of the interior, at the request of the state department of the United States, in accordance with repeated requests from the Korean government. These gentlemen—Messrs. Gilmore, Hulburt and Bunker—served till the school finally closed in 1894. Some of their former pupils now hold positions of trust and importance in the Korean government. The school did good work in a small way, but did not accomplish what was expected of it, owing to great opposition from certain quarters to anything of the kind at the time.

The present favorable aspect of education in Korea



dates from the Japan-China war. The mission of the American Methodist church maintains a school, originally started in 1886, under the name of Pai Chai Hall, for Rearing Useful Men, a name conferred upon the school by his Majesty. Under an agreement made with the government in 1896, a certain number of pupils are placed in this school by the government upon a compensation of \$1 in silver (50 cents gold) per month. The government further pays for a native teacher for every fifty pupils. The course of study is in the hands of the mission. Attendance at chapel and at Sunday service is compulsory. From an attendance of fifty in 1895, the school has now 103 pupils, and 176 were in attendance at the close of last year's term, June, 1897. Japanese and Chinese youths are also received at the school. The school has two foreign teachers and four native assistants, with three instructors in the Chinese character. A course of lectures has been a prominent feature during the past two years, being delivered by native-born Koreans who have lived abroad and become familiar with the outside world. No money is given to any of the pupils of this school except for services rendered.

Poor boys are given employment in the mission printing press, or bookbinding, and they thus learn a useful trade while helping themselves to an education. A theological course was at one time furnished but it has been discontinued. The boys wear a uniform, and they have drill in gymnastics and military tactics. One prominent feature is the debating society, in which the boys have shown a remarkable aptitude for public speaking. Reading, writing, and spelling are taught in the first year; geography, arithmetic, and composition in the second; and history, algebra, drawing, physiology, and a course in the New Testament in the third. This is followed by a regular college course, which is only arranged for, however, thru the sophomore year.

Seoul has another American school, taught by the Rev. H. B. Hulburt, one of the three teachers sent from America in 1886. Mr. Hulburt's present school is meant to be a normal school for the drilling of native teachers, who may take charge of primary schools. It was the idea in starting this school to use the teachers prepared in it for establishing a regular system of public schools thruout the country. One of Mr. Hulburt's functions is to prepare text-books for the use of these schools, a work in which he has had considerable experience.

It is unfortunate that in connection with this normal school the government has established a school for the teaching of English to the sons of nobles, thus preventing the teacher from devoting his time to his legitimate work, as he desires to do. There are at present enrolled in the normal school thirty pupils, while the English school under the same teacher has thirty-five students. The principal has one native assistant in the English department at a salary of \$20 silver (\$10 gold) per month, and two assistants in the normal department who receive \$42 (\$21) and \$20 (\$10) respectively. The last two teach only the Chinese classics.

Mr. Hulburt has a five years' contract with the Korean government, one year of which has passed. His pay is \$225 per month for the first year, increasing \$25 per month during the second, third, and fourth years, to \$300 per month for the fourth and fifth years (equal to half these sums in gold).

The Government Japanese Language school was organized in 1891 to teach the Japanese language, geography, history, political economy, and "the popular sciences." It has a course of study extending over three years. There have been 11 graduates from this school, which now has an enrollment of 61. Text-books, stationery, and the midday lunch are provided by the government. The buildings are adaptations of Korean houses and have a total of 1,440 square feet of space, with a playground of 10,800 square feet. The school has a Japanese head master, an assistant master (Japanese), and two Korean assistant teachers. The assistant teachers get \$300 and \$240 silver per annum. The head master receives a salary of \$1,500, and the assistant master re-

ceives \$480 per annum (equal in gold to one-half these sums).

The Foreign Education Society of Japan maintained a school in Seoul, called the "Keijo Gakko." This was organized in April, 1896, "with the view of giving a thoro elementary course of instruction to Korean youths, and thus aiming to form a true foundation of the undisputed independence of that country. Among the active members of the society are Messrs. Oshikawa and Hondo, most prominent Christians in Japan, and the teachers in charge of the school are graduates of the Kyoto Doshisha school. It is supported by the voluntary contributions of philanthropists, residents in Japan and Korea. It endeavors to teach all popular sciences, both in Japanese and Korean."

This school has two courses of three years each, and a special course for the teaching of the Japanese language of one year. There are four teachers. The cost of the maintenance of the school is \$3,000 silver (\$1,500 gold). The school building is a Korean house remodeled, with five class-rooms and quarters for the head master. No charge is made upon the pupils, who are also furnished with text-books and stationery free. Three dollars per month is given to meritorious students, and the best scholar is sent to Japan for further education at the expense of the school. The enrollment is 180, with a daily attendance of 100.

In May, 1897, the Korean government engaged a Chinese teacher from Peking, at a salary of \$70 per month for the first year; \$80 per month for the second, and \$90 per month for the third, to teach a Chinese school, with the object of turning out Chinese interpreters and giving them a knowledge of the Chinese literature and classics. The school has a daily attendance of 35. The age of the pupils varies from fifteen to thirty. A school building and residence for the teacher is furnished, and the cost of maintenance, aside from the teacher's salary, is \$100 per month. The students are divided into three classes, and school lasts from 9 A. M. to 3 P. M., with one hour for lunch. There is no session Saturday afternoon or Sunday.

The most important of the foreign language schools is the English school. The head master, W. Du Flon Hutchison, is a teacher of experience, and he has as assistant T. E. Halifax, who taught the first English school in Korea in 1883. The school was begun in November, 1894, using as a nucleus some students from a naval school Mr. Hutchison had been conducting on the island of Kang Wha. The British residents have done a great deal by contributing toward the purchase of neat and appropriate uniforms, teaching such games as football and other college sports, in which the boys do excellently, and in offering prizes for the winners in the various sports. The boys wear a flat cap, which compels them to cut off the absurd topknot, such as has been worn by their fathers for centuries, and their appearance is thereby greatly improved.

It is the plan of this school to give the young men general knowledge, in addition to the use of the English language. The masters desire to make manly youths of their boys, hoping that they may be induced to continue their studies, or at least have a desire for knowledge greater than they would have otherwise possessed. The pupils are from the middle classes, which probably accounts for much of the school's success, since a teacher, however well qualified he might be, could do but little with the nobles' sons unless they were made to obey rules.

The following advertisement appeared in the *Stamford Mercury* (Eng.): "Schoolmistress—Wanted immediately a married Church of England Certificated Schoolmistress, without family, for small school-house, whose husband must be an experienced farm laborer. John Sowerby, Cuxwold, Caistor." As Irish certificates are now recognized in England, Ireland's schoolmistresses are not debarred from becoming candidates. Those who are fully qualified according to terms of advertisement should hurry up.—*The National Teacher* (Ireland).



## What the Editors Say.

Hurrah for everybody!—*New England Journal of Education*.

### The Syllabus Humbug.

Investigation by syllabus has long been a nuisance, to which an obliging public has submitted in the hope that it might lead to the advancement of knowledge. The maker of the syllabus is usually not at all modest in his demands. To answer his questions involves sometimes the writing of a pamphlet. To answer them properly would require months of time spent in investigations, for which the respondent has neither aptitude nor inclination. In order not to be disobliging he gives passing impressions merely, told baldly and in the rough, without qualifications, details, and limitations. Such material has no value, and the writer of it well knows this; but the investigator diligently arranges his pile of manuscripts, collates statistics from it, manipulates it according to the rules, and publishes his results. He is contributing to the advancement of knowledge! This humbug has had its day. Let us acknowledge the facts and be done with it.—*Wisconsin Journal of Education*.

### Point of Contact in Teaching.

All the machinery of the school has in view the one aim of bringing the pupil in contact with his environment of education. The whole system and organization of schools, however vast and intricate, have this one excuse for their existence, that they bring the child into the presence of a good teacher and surround him with the objects that excite in him the appropriate ideas.

After the pupil and teacher are brought face to face, they must still be brought mind to mind. Two adults of equal understanding may by mutual efforts arrive at a common standpoint, from which they can understand each other. But the child cannot be expected to do much toward such an end. It is the teacher who at first must adapt himself to the pupil. He must find out where the child already is and begin there in his teaching. He must know where the child is most alive, and find him at that point. This is what is meant by "the point of contact in teaching," the title of a small book by Patterson Du Bois, written for Sunday school teachers but which is equally applicable to the work of the public school teacher. If the teacher does not direct his instruction to that point, he might as well talk to the clothes of the children while they are out at play. It is only a preliminary to education, when the bodies of the pupils are brought to school. It is not so easy to keep their minds in the school-room, active in the subjects of instruction.

The degree of presence of the pupils is measured by their attention, and this is aroused and maintained according as they are interested. All comes to the question of interesting the pupils. To be sure this does not prove that what interests them is for that reason best for them. There must be choice among the subjects that interest them. In every branch of knowledge there are simple and concrete facts that are within the child's comprehension. It is the business of the teacher to know the nature and interests and previous knowledge of the children well enough to take them at this point of contact, and at the same time must he know the subjects of instruction well enough to choose the material suited to them. He must be able to enter into their wonder-world, he must be willing to live in it with them, to feel its beauty and its truth, he must know how to develop out of this the real world in which all must learn to live.—*Intelligence*.

### Teachers' Examinations.

To receive a low grade occasionally on examination is not necessarily a reflection on one's scholarship nor capacity to teach. The best scholar and teacher may sometimes fail because of physical or other conditions. The just way to estimate a teacher's worth is by the average of his work and examinations during a period of years.—*Western School Journal*.

## Magnify Our Leaders.

The professional teacher knows that all gain when there is a recognized leader. The humblest teacher is larger in the eyes of the community if there is one teacher very much larger than she is. Every wee bit of a lawyer is more in the eyes of the public than he could possibly be were there not the Websters, Choates, Evarts, and Gastons in the profession. The humblest man in the Asiatic fleet will be infinitely more than he could have been without George Dewey as a leader. The last man in the ranks at El Caney will ever be a hero because Roosevelt is magnified as the leader.

The more we can magnify Horace Mann, the greater the honor to every state superintendent in the United States; the more honors we can heap upon Dr. William T. Harris, the more honor will come to every leader in city or village; the more enthusiasm over the educational talks of President Stanley Hall, the larger audiences and the better attention will greet every educational speaker; the larger the income and the greater the distinction of Sarah Louise Arnold, the more respect will be shown every woman teacher, and the better will be their salaries.

Would that this could be understood in every community, that the natural professional leader in the teaching corps of a city or in the educational circles of a county could be helped forward by his associates that he might stand out with such distinction as to be called to leadership in a wider range of influences.—*New England Journal of Education*.

## Affect the Community.

The teacher should be a factor in his community. He should be more than "the man who keeps the school over there." He should be a man of character and good standing—entering into the best interests of the community and forming a part of its social as well as its intellectual life.—*Louisiana School Review*.

## Mutual Aid.

It used to be the case that teachers were thrown upon their own resources for methods, for plans of work, and study. But to-day no man liveth unto himself. It is give and take; it is giving help to this man and receiving aid from that; it is enriching this woman's knowledge and receiving of her intellectual store in turn; it is casting your bread upon the waters that it may turn again to you. The teacher who stands to himself, to herself, is doomed to an early intellectual death and to an unsuccessful professional career.—*Carolina Teachers' Journal*.

## The Teacher's Attitude.

The teacher's attitude in the recitation should be one of enthusiastic interest in the subject matter of the lesson. This means that he has thoroly prepared the lesson. It means further that he shall impress the pupils as being one who with them is interested in getting hold of every point in the lesson and in viewing it from every standpoint. Unconsciously they reflect his enthusiasm, their interest responds to his and—mark the secret of the power to acquire useful knowledge—the intensity of the interest measures the depth and the permanence and the usefulness of the impression.—*Northwest Journal of Education*.

## Order in the School-Room.

What is "good order" in the school-room? Is it not that harmonious condition that permits teacher and children to fulfil the purpose of a school with the least friction and expenditure of nerve force? Where such conditions have been attained in the best ways there has been no visible signs of discipline. The children did not know they were being disciplined. The teacher had her ideal of right and harmony in the school-room,—a clear, common-sense ideal based upon experience and a sympathetic understanding of child-nature,—and by her individual power and influence, had been able to bring her school into a willing co-operation with her efforts to real-

ize this ideal. There had been no attempt and no need to make a flourish of authority, or to exercise arbitrary control. Under the daily influence of a rich, loving, magnetic personality, the children had been led to undertake the discipline of self—the giving up of selfish preferences for the good of the whole—the highest character discipline known to humanity.

Such teachers exist; such teachers are in truth fine disciplinarians, but such teachers are rare. What shall the great mass of teachers do who are not equal to these things? Obedience and "order" must be obtained at all hazards if they are to retain their position and do the work of the year—the work laid out in the course of study. They adopt the only course left to them; to compel submission to a list of "rules," framed in conscious weakness, and enforced by the power of the teacher's position;—the power of the stronger over the weaker.

But what is the effect of this arbitrary control upon the teacher herself? Once enthroned as a monarchical dictator, the discipline fiend often takes possession of her, paralyzing her reason and blinding her judgment. She is a divinity that can do no wrong. It is always the children who will not "mind," who will not "study," who will not "behave." She sees in their shortcomings no reflection of her own mismanagement, and she is determined to conquer. They must, they *shall* realize her own distorted ideal of an orderly school. It becomes the goal of her ambition to be known as a "fine disciplinarian."

O for some still, small voice to whisper the truth at the close of each day to these hard-working, determined, mistaken teachers; to clarify their vision and cause them to see that every time they are to driven to enforce submission under the overhanging sword of a penalty, they confess their own limitation. There is a better way, which they have not attained.—*Primary Education.*

#### Making History.

It must have occurred to all thoughtful persons, and especially to thoughtful teachers, that the nations of the earth are making history fast. Only a few months ago China was regarded as a mighty power, whose countless millions once aroused might seriously harass, if not overthrow, any of the other great nations by the sheer force of resistless numbers. Japan changed all that in a decisive struggle lasting but a few weeks. China is now regarded rather as a huge, unorganized territory, to be partitioned among the strongest, than as a power to be feared. The colonization of the Dark Continent is going rapidly forward, France, Germany, and Great Britain, all eager to own the most and to hold the strongest points. And now, within a period of four months, the United States has begun, prosecuted, and successfully finished a contest with Spain that promises to change our national policy, and, by example at least, to urge, if not compel, important changes of policy elsewhere. New alliances are being sought and made, and especially in Europe political relations are being established along new lines.—*The Inland Educator.*

#### Brother Gillan Thinks Herbart is Dead.

Prof. Arnold Tompkins contributes to the *Educational Review* for October an article on Herbart's philosophy in which he has the bad grace to pummel a corpse; for Herbart's philosophy is as dead as the old Puritan conception of Satan. But the thrusts which he incidentally gives the Herbartian pedagogy are keen, well-directed and timely. There are those who contend that a sound and wholesome pedagogy can be built on a foundation of confessedly weak philosophy, and that this is the case with Herbartianism. But Prof. Tompkins throws the light on the weak points in the Herbartian doctrine of interest, "moral and non-moral" subjects, "culture epochs," apperception, concentration, correlation, and the "formal steps" in a way that leaves very little defence for the argument that a strong pedagogy may be based on a weak philosophy.—*The Western Teacher.*

#### Because Our Grandfathers Didn't.

In Philadelphia the school board forbids the indiscriminate mixing of pencils, and each child is provided with a drinking cup. The individual pencil is a good idea that was carried out by our grandfathers, and it is time the same thing was put in practice again. The individual drinking cup, however, is a fad that will not last long.—*American Journal of Education.*

#### Human Nature a Stable Quantity.

Human nature is a pretty stable quantity after all. We are again fortified in this opinion by the following translation in *The Oxyrhynchus Papyri*, just published under the auspices of the Egypt Exploration Fund, of an Egyptian school boy's letter to his father, about sixteen hundred years ago. Theon is not very different from some American lads of to-day. His letter reads:—

Theon to his father Theon, greeting. It was a fine thing of you not to take me with you to the city. If you won't take me to Alexandria I won't write you a letter or speak to you or say good-bye to you; and if you go to Alexandria I won't take your hand or ever greet you again. This is what will happen if you won't take me. Mother said to Archelaus: "It quite upsets him to be left behind." It was good of you to send me presents—on the 12th, the day you sailed. Send me a lyre, I implore you. If you don't I won't eat, I won't drink; there now!—*Education.*

#### What is the True Aim of Education?

The question has had many answers. Here are some of them:

*Chinese*: To impress traditional ideas and customs and to preserve the established order of society.

*Ancient India*: To preserve caste distinctions and to prepare for absorption into Nirvana.

*Ancient Persia*: Physical strength and moral rectitude.

*Ancient Hebrews*: To become faithful servants of Jehovah.

*Sparta*: To train soldiers.

*Athens*: Beautiful soul in beautiful body.

*Rome*: To make a man fit to perform justly, skilfully and magnanimously all the offices, both public and private, of peace and war.

*Socrates*: To dispel error and discover truth.

*Plato*: To give to body and soul all the beauty and all the perfection of which they are capable.

*Aristotle*: Attainment of happiness thru perfect virtue.

*Quintilian*: To make orators.

*Seneca*: Not for school but for life.

*Charlemagne*: To make intelligent citizens.

*Monastic Schools*: To foster interests of the church.

*Burgher Schools*: To train for the practical wants of life.

*Agricola*: The accumulation of knowledge.

*Erasmus*: General education to prepare for future duties.

*Luther*: More effective service in church and state.

*Melancthon*: General education for service as citizen and subject.

*Sturm*: Piety, knowledge, eloquence.

*Montaigne*: To make "men" before specialists.

*Rabelais*: To form a complete man, skilled in art and industry.

*Comenius*: To attain eternal happiness in and with God thru education.

*Locke*: Practical knowledge rather than mere learning, and a sound mind in a sound body.

*Fenelon*: To train for the duties of life.

*Rollin*: To train heart and intellect at one time.

*Frænke*: To prepare for a life of usefulness and piety.

*Rousseau*: Complete living.

*Pestalozzi*: Natural, progressive and systematic development of all the powers.

*Froebel*: To direct natural activities to useful ends.—*Philadelphia Teacher.*



## Educational Articles of the Month.

- Attitude of the Teacher Toward Child Study, Edgar Dubs Shimer. *Teachers' Quarterly*.
- Characteristic of an Ideal Lesson, Elizabeth P. Hughes. EDUCATIONAL FOUNDATIONS.
- Corporal Punishment in England, Earl Barnes. *Education*.
- Criminology Applied to Education, Cesare Lombroso. EDUCATIONAL FOUNDATIONS.
- Development of the Nervous System, Frederic Burk. *Pedagogical Seminary*.
- Educational Principles in Teaching Drawing, M. V. O'Shea. *Art Education*.
- Elective Studies—Where? J. H. Harris. *The School Review*.
- Experiment of a Self-Governing School, Julia Emily Kennedy. *Inland Educator*.
- Finding Fault, Edith Ingersoll. THE TEACHERS' INSTITUTE.
- Free Lecture System, The, S. T. Miles. *The Cosmopolitan*.
- Highest Work of a Superintendent, James L. Hughes. *Teachers' Quarterly*.
- Hundredth Child, The, James P. Haney. *Teachers' Quarterly*.
- Inhibition, H. S. Curtis. *Pedagogical Seminary*.
- Intercollegiate Debating, Cecil Frederick Bacon. *The Forum*.
- John Knox's Services to Education, Milton S. Kistler. *Education*.
- Literature and the People, John Monteith. *Education*.
- Literature of the School-Room, Oliver E. Behymer. *Ohio Educational Monthly*.
- Making Courses of Study, B. A. Hinsdale. *The School Review*.
- Modern Philology and Secondary Education, O. L. and H. H. Manchester. *Educational Review*.
- Mural Decoration in the School-Room, Hezekiah Butterworth. *Normal Instructor*.
- New Jersey System of Public Instruction, James M. Green. *Educational Review*.
- Notes on Modern Greek Study, Harry de Forest Smith. *Education*.
- Origin of the Physical Features of the United States, G. K. Gilbert. *Journal of School Geography*.
- Physical Element in education, E. L. Richards. EDUCATIONAL FOUNDATIONS.
- Point of Contact in Teaching. *Intelligence*.
- Portraits of Virgil, H. N. Fowler. *The School Review*.
- Presumption of Brains, The, A. P. Marble. *Pennsylvania School Journal*.
- Province of Art in the High School, John S. Aukeny. *Art Education*.
- Private Conversation, The, H. C. Krebs. THE TEACHERS' INSTITUTE.
- Purposes of Rote Singing, A. J. Gantvoort. *Ohio Educational Monthly*.
- Relation of Psychology to School Teaching, George P. Brown. *School and Home Education*.
- Relation of the Library to Art Education. *Art Education*.
- School as a Social Factor, F. H. Fowler. *Wisconsin Journal of Education*.
- School-Room Fatigue, S. B. Sinclair. EDUCATIONAL FOUNDATIONS.
- School Supervisor, Charles R. Skinner. *Teachers' Quarterly*.
- Second Grade Reading, Lida B. McMurry. *Primary Education*.
- Sensation or Perception, Karl Lange. EDUCATIONAL FOUNDATIONS.
- Short Studies in Browning, Annie W. Sanborn. *Primary Education*.
- Some Things the Mistress Did, R. A. Ayers. PRIMARY SCHOOL.
- Study of Education at the German University, Walter L. Hervey. *Educational Review*.
- Suggestions for Constructive Work, Gertrude English. *Popular Educator*.
- Teachers' Meetings, A. W. Edson. *Teachers' Quarterly*.
- Theories of Salaries Discussed, William McAndrew. *Teachers' Quarterly*.
- Training for Citizenship in Public Schools, Henry W. Thurston. *The School Review*.
- Truth about the Teaching of Physiology in Schools, Mary H. Hunt. *Dietetic and Hygienic Gazette*.
- What Does the Superintendent of Schools Do? Aaron Gove. *Colorado School Journal*.
- What to do in Emergencies. PRIMARY SCHOOL.
- Why College Graduates are Deficient in English, Annie E. P. Searing. *Educational Review*.
- Young Greek Boys and Old Greek Schools, Frederic E. Whitaker. *Popular Science Monthly*.

## Letters.

## The Melon Problem in Illinois.

The educational standard is constantly being elevated. The pupils of the common schools of America are being better taught to-day than ever before. In spite of the "educational fads" which the newspapers delight in denouncing, the pupils of our schools are being more practically drilled in arithmetic, spelling, writing, reading, and the other so-called "common branches" than the pupils of the last generation.

I keep upon file the notes written to me or to my teachers by the parents in our community. To judge from the number of misspelled words contained in them, one is forced to the conclusion that those of the last generation of school children who learned to spell well failed to settle within the shadow of our school building.

In THE SCHOOL JOURNAL of October 8, '98, under "Mathematics in California," you quote from a letter written to the San Francisco *Evening Post* by a school trustee of Oakland, Cal. His problem to the school girls was this—"Girls, how much must I pay this gentleman for these ten melons at \$7.00 per hundred?" Before reading this article, I resolved to give this example to every pupil in our city above the third grade, including the high school. The pupils were required to write their names upon a slip of paper. The pencils were then placed upon the desks, and the example given. At the expiration of one minute they were required to take up the pencils again and write simply the answer. While a few answers were wide of the mark, the following is the result by grades;

IV. 6 per cent.; V. 47 per cent.; VI. 83 per cent.; VII. 93 per cent.; VIII. 75 per cent.; high school, 76.5 per cent.  
Centralia, Ill. Irwin F. Mather, Supt. City Schools.

## Mathematics in Pennsylvania.

I read with interest the note on "Mathematics in California," page 326 of THE SCHOOL JOURNAL for October 8.

Wondering whether Pennsylvania mathematics were of the same high order I tested the pupils of my school on the melon problem in the fifth, sixth, seventh, and eighth years, or grades, with the following results; Number of pupils present, 177. Of these 89 worked the problem mentally and 173 worked it correctly with pencil and paper. Only four pupils obtained incorrect results.

Now we are wondering what is the matter with "Mathematics in California."  
G. W. Kratz,  
Pittsburg, Pa. Principal Franklin School.

## Women Artists in Paris.

The ideas of THE SCHOOL JOURNAL about doing something in Paris besides putting up a monument to Lafayette are sound to the core. Here is a great field for American philanthropists like Rockefeller, Armour, and others. A home for women artists is especially needed; there is a little bit of one now, but that is not sufficient. Women go to Paris to study and live in out of the way places for \$2.00 to \$3.00 per week; but they lack comforts and often respectability. There should be a home, a hotel, call it what you like, that would afford cheap quarters and give protection. This last is the important thing, for my experience shows me that Paris is an exceedingly wicked city.

There are enough women who go to Paris to study art to fill a good hotel; these could make a colony or club that would have many advantages; a good many suffer from sickness, and at such a place they could be taken care of. An artist told me the other day, that if a girl talked of going to Paris it was a rule to dissuade her, not because it was not a good place to study art, but because of the inconvenience and the absence of care and friendly attention.

So I join with THE SCHOOL JOURNAL in saying no monument, but a home for artists; the day for monuments has gone.  
New York. W. L. AMOREAUX.

The business department of THE JOURNAL is on another page. All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscription must be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

We ask our friends to call the attention of their colleagues to the reduction in the subscription price of THE SCHOOL JOURNAL from \$2.50 to \$2.00 a year.



## The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING OCTOBER 29, 1898.

In the present issue, THE SCHOOL JOURNAL offers to its readers a resume of all that is best and most interesting in current educational literature. It is the aim of the editors to select for this special review number, from both American and foreign publications, whatever is of importance and special interest in contributions on pedagogical and related subjects, and also to portray the trend of editorial discussions. Thus the reader will obtain each month a comprehensive survey of the whole field. Great care is used to present everything in as condensed a form as possible. In this age of multiplication in periodical literature, a number of this kind has become an absolute necessity. The co-operation of writers is invited. Abstracts of valuable articles and monographs published in foreign languages will receive prompt examination. Suggestions as to how to make this "educational review" number serve its purpose still more efficiently are always welcome.

The strong support THE SCHOOL JOURNAL is receiving from superintendents, principals, professional teachers, school boards, and the friends of education generally, has encouraged the publishers to reduce the subscription price from \$2.50 to \$2.00 a year. Never before has the outlook been so promising. The wonderful progress in the field of education has made the reading of a representative educational weekly a necessity to all who wish to succeed. Both in this country and abroad, THE SCHOOL JOURNAL is recognized as the leading professional organ of the progressive American educator. Still greater efforts will be made not only to retain this leadership, but to render still more telling service to the advancement of the cause of public education. All this, together with the reduction in the price of subscription, and the many important improvements planned for the current volume, some of which have already been announced, ought to result in a still larger increase in the circulation.

It seems to be quite the thing just now to sneer at Herbartian pedagogy and to make it appear so thoroly out of date as not to be worthy of the serious attention of thoughtful teachers. Pestalozzian pedagogy fared no better when it first reached these shores, but neither the mistakes of Pestalozzian enthusiasts nor the scoffings of their shortsighted opponents could stem the tide of the reform inaugurated by the great Swiss educator. Thus Herbartian pedagogy will spread in spite of the efforts put forth to snuff it out.

THE SCHOOL JOURNAL takes pleasure in calling attention to the decided improvement in the typographical appearance of its pages. With the exception of a few columns, the whole paper is printed from entirely new type of a clear cut and very readable character. This type is the same as that used in the *Century Magazine* and was designed by Theodore L. De Vinne, "the printer laureate" of America. Several other new features have been introduced in the mechanical make up which give testimony to our aim to render this publication more attractive typographically.

## Indian Education.

"According to the eleventh census, the number of aborigines in the United States was 249,273. Of this aggregate all but 32,567 had come more or less under the influence of orderly conditions, and, tho to a considerable extent uncivilized, had, thru contact with whites, been weaned to some extent from their savage ways. These 32,567 did not live on reservations, but roamed over a wide section of country and lived in much the same manner as their ancestors for hundreds of years, with the exception that tribal wars had ceased to engage their activities and decimate their ranks.

"As many as 133,382 were taken care of on reservations, exclusive of the five civilized tribes of the Indian territory, the Pueblos of New Mexico, the Six Nations of New York, the Cherokees of North Carolina, the War Department prisoners and Indians in prisons. The five civilized tribes made up a total of 66,286 persons, or one-fourth of the entire Indian population, with a greater per capita wealth than is possessed on an average by whites, and they were accustomed to the practices of the pale-face, such as living in houses, wearing store clothes, etc.

"That so large a proportion of the Indians in the United States have been turned from their nomadic habits and induced to take on something more than a veneer of progress effectively refutes the pessimistic views expressed concerning the mental capabilities of the race. If the 5,300 Indians in the Empire state who have embraced civilization, the 2,880 Cherokees in North Carolina, and various other scattered remnants, are added to the five tribes, the number is increased to one-third or more of all the surviving aborigines.

"The effectiveness of the educational work being done among them is shown by the annual report of the commissioner of Indian affairs. It appears from this document that there are now 147 well equipped boarding schools and as many daily schools in operation, with an enrollment 23,952 pupils. A steady increase in the attendance has been noted during the past twenty-one years, and observation is said to prove that in the great majority of cases the results attained are permanent. In the case of only 24 per cent. of the pupils is the labor devoted to their training considered a waste.—*Baltimore (Md.) Herald.*

## Church Influence.

Church influence is often more embarrassing to a superintendent than politics, and I have myself been hampered in my efforts to do the best thing for the schools by deacons and pastors, a school superintendent confesses in the November *Atlantic*. Ministers, thru a mistaken sympathy, often allow themselves to indorse incompetent teachers, and so help to block the way for better things in the schools. This is so generally felt by superintendents of schools that a recommendation of a teacher by her pastor is seldom given any weight whatever. I usually throw such documents into the waste paper basket when applicants send them to me, unless I am personally acquainted with the minister and know that he is competent to form a critical judgment of a teacher's work. This is a professional secret which it may do no serious harm to divulge.—"Confessions of School Superintendents" in the November *Atlantic Monthly*.

The list of association meetings, which is usually on the editorial page will be found on page 407. Next week THE SCHOOL JOURNAL will have a directory of the educational associations of the great metropolitan district of New York, the week following, of Chicago. Secretaries of associations in these districts who have not yet sent announcements are requested to write to the editor at once, giving name, officers and number of members of their associations, also time and place of meeting.

## The Educational Outlook.

### Prof. James on Attention.

OAKLAND, CAL.—Prof. William James, of Harvard, speaking before the teachers' institute on the subject of attention, said: "To excite a pupil's attention and hold it is the greatest task of the teacher's life. Our ability to remember a thing depends on the attention we give to it when under consideration. There are many external methods of awakening attention, but to gain the interest is more effective. You will never gain attention by demanding it, unless you can awaken the child's interest. The young child as a rule has very little native interest. The teacher must arouse and hold it by action—experiments, anecdotes, diagrams, drawings, etc.

"How can we get the child interested when these means cannot be used? There is one rule; you must connect the new matter with some other matter that you know the child is already interested in. Associate the uninteresting new with the interesting old and the whole will become interesting. This is the abstract principle, but the application is by no means easy. Here the teacher's native tact, ingenuity, and invention are demanded. It is this ability that marks the born teacher."

### Supt. Emerson Bars Contribution Schemes.

BUFFALO, N. Y.—Supt. Henry P. Emerson reiterates his well-known opposition to contributions from school children. Within the last few months the superintendent has been besieged by men and women who wanted school contributions for Cuban relief, a library for the cruiser Buffalo, the Sheldon memorial, the two battleships American Boy and American Girl, a national peace jubilee, and a monument to La Fayette. But Supt. Emerson has enforced the ordinance already enacted forbidding collections for any purpose, and proposes to stand by the interests of the schools against designing schemes and misguided patriotism. He also objects to the voting contests carried on by the newspapers for prizes, as tending to demoralize the school discipline.

### Barracks and Basements.

In Milwaukee, the overflow of school children has been partly accommodated by the erection of twenty-six "barracks,"—one-story frame buildings, heated by stoves, and just large enough for one class each. In spite of this, the overcrowding continues, and Supt. Siefert estimates that fully 3,000 more children would attend school if there were proper accommodations.

In Cleveland, the basements of thirty-five schools have been turned into class rooms. These accommodate 1,700 children, with their teachers, who have to breathe poor air and foul odors.

### A Notable High School Opening.

HOLYOKE, MASS.—Holyoke's new high school was opened formally on Wednesday, with elaborate exercises. In the afternoon at 2.30, Supt. Search addressed the audience on "The Larger High School." Pres. G. Stanley Hall, of Clark university then spoke on "The New Era in Education." He was followed by Dr. Walter L. Herve, the new president of the Teachers college, who spoke on "Education and Patriotism." Supt. Balliet, of Springfield closed the afternoon exercises with an address on "The People's Part in the Building of a School." In the evening at 7.30, Prin. Charles H. Keyes spoke on "The House we Dedicate;" and Hon. Frank A. Hill, secretary of the state board of education, made an address on "Teachers for the Times."

### Providence is Waking Up.

PROVIDENCE, R. I.—THE SCHOOL JOURNAL has already made mention of the extraordinary action of the Providence school authorities in reducing expenses for the coming year. The common council refused to make the appropriations asked for, and so the board passed this resolution:

"Resolved, That for the ensuing year the evening schools be omitted, and that on and after the 29th day of October, 1898, the kindergarten and cooking schools be closed and instruction in sewing discontinued, and the special teachers and supervisors in music, drawing, penmanship, physical culture, cooking and sewing be dismissed; that the present arrangement with the Rhode Island School of Design be discontinued, and arrangements be made for such tuition only as will be covered by the state appropriation for that purpose; that the celebration of Arbor day be abandoned, and the present practice of sending written notices to parents or guardians in case of the absence of pupils be discontinued, except in such cases as the teacher feels especially require such action to be taken.

Resolved, That the utmost economy be enjoined upon our teachers and pupils in the use of books, supplies and all kinds of school property, and that the superintendent and supervisors of grammar and primary schools give special attention to the enforcement of this recommendation.

Resolved, That the executive committee be and they hereby are authorized and directed to close the schools at such time in June, 1899, as they shall find it necessary to prevent any increase of the deficit in the school funds at the end of the present school year.

The board, after careful estimates, had asked for a budget of \$717,032.96. The council gave \$575,000, which, with the state money, gives the schools \$620,000. This leaves an estimated deficit of \$97,032.96. The school committee, together with Supt. Tarbell, then set to work to reduce expenses. By consolidating classes, they dispensed with fourteen teachers, and in other ways they found they could save about \$16,000. Three courses were then open to them: to curtail salaries, to stop the schools when the appropriation was exhausted, or to drop some branches of the work. The latter course was the one chosen.

The action resulted in a mass meeting last Thursday night of about 1,000 representative citizens. It was a dignified meeting in support of the public schools, and a strong protest against the proposal to return to the methods of forty years ago. The meeting adopted two resolutions. The first provided for the appointment of a committee to take the necessary steps to secure by the action of the city authorities the continuance of the schools on the plans outlined at the beginning of the year. The second was a request to the mayor to appoint a committee of five citizens to investigate the whole school system and make such recommendations as should be in the interest of economy and the public welfare. It is to be hoped that the public sentiment of Providence is so thoroly aroused that it will not allow the proposed degeneration of the schools to the days of the three R's, but will insist that the kindergartens and evening schools and the other branches be brought to even greater efficiency.

### Progress in Wisconsin's Higher Schools.

[Special Correspondence of THE SCHOOL JOURNAL.]

BELOIT, WIS.—Among the higher institutions of Wisconsin, the greatest activity is apparent. The state university opens with an increased enrollment, necessitating additional room for class work. The seven state normal schools are constantly attracting a more advanced class of students. In the Milwaukee state normal nearly all the students are high school graduates. The board of regents estimates the normal school expenses for the ensuing year at \$311,088.

Beloit college has just opened its new dormitory for women, Emerson hall, and all but four rooms are already occupied. The endowment of the college has been increased considerably during the summer.

Prof. M. V. O'Shea, of the state university, has just completed a course of six lectures on child culture, under the auspices of the public school teachers and the federated clubs of Beloit. Much interest has been taken and all who attended were impressed with Prof. O'Shea's grasp of his subject. There seems to be little reason to doubt the election of Pres. L. D. Harvey, of the Milwaukee state normal school, as state superintendent of public instruction. He has had a long and successful experience in school work, and is one of the educational leaders of the state.

### New Kindergartens Established.

Washington, D. C.—The committee appointed to consider the advisability of organizing kindergartens as part of the public school system reported as follows:

"First. The establishment for this year of nine kindergarten schools in the first eight divisions, and six in the ninth, tenth and eleventh divisions, one school to be located in each of the following school buildings: Dennison, Seaton, Peabody, Amidon, Addison, Monroe, Bruce, Buchanan, Magruder, Phillips, Patterson, Douglass, Lincoln and Payne, and one in the sixth division in such room as can be procured which may be found most available.

"Second. That the pupils to be admitted to each of these initial schools be limited to thirty where there is no assistant teacher and forty-five where there is an assistant teacher: and that for the present preference shall be given to children who have reached the age of five years.

"Third. That these schools shall be under the immediate supervision and direction of the superintendents and the supervising principals and shall be well furnished, carefully systematized and conducted with uniformity as far as possible.

"Fourth. Many kindergarten teachers having offered to donate their services as assistants, we recommend that assistants be appointed by the board in all the schools, provided suitable persons accept such positions without other compensation than the practice and experience to be thus acquired."

The report was adopted.

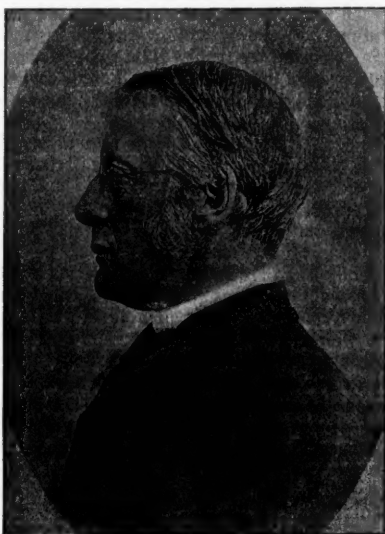


### The Springfield Meeting.

#### COLLEGES AND PREPARATORY SCHOOLS.

Springfield, Mass.—The thirteenth annual meeting of the New England Association of Colleges and Preparatory Schools opened October 14, in this city. In the absence of Dr. C. F. B. Bancroft, principal of Phillips academy, Andover, the president of the association, the meeting was called to order by Prin. Edward G. Coy, of the Hotchkiss school. The first speaker was Prof. George Harris, of Andover theological seminary, his subject being "The Training of the Imagination in Education." Prof. Harris said in part:

"In the training for life there should be something more than a mere training as a bread-winner. A man may find enjoyment in money or success. But a true man should enjoy himself and not merely what he has created. A man of culture has enjoyment in himself. Man is always a moral and esthetic being and sometimes an intellectual being. It is said that a man should be above his pursuit. To do this a man should have acquaintance with art and high ideals.



Pres. Charles W. Eliot, Harvard University.  
President-Elect of the New England Association of Colleges and Preparatory Schools.

"Think of the men you meet who are graduates of colleges. Are they interesting in conversation? Yes, when they speak of their professions. The majority talk shop, the dullest kind of talk. They say they have not time for culture.

"How many men care for music? The Germans care for music. Beer and music are washed down together, but it is a mug of beer to an overture or symphony. The American is more practical than the German, but the latter has wider tastes.

"We need literature. The best literature of one's own language is necessary for culture. A half hour with Shakespeare translates one into another world. The man who knows his Browning is raised to the ideal. The esthetic arts, are not so generally appreciated, yet more people than we imagine are capable of enjoying them.

"Additions can be made to the curriculum in the line of music and art. In our colleges there should be lectures on composers and their works. These should be well illustrated by examples. Then, too, choruses might be formed. Sculptures and life objects of art, together with the stage, should be recognized as forces in education.

"In conclusion the selection and proportion of studies should be made with the idea of training the intellect and imagination. In this case the teacher has even more influence than the book in his hand. Should you thus succeed in broadening and vitalizing education so that the intellect and imagination shall meet and kiss each other the future generations will be none the less practical and more happy and noble."

#### The Practical Question.

Discussion of the question was opened by Rev. Huber Gray Buehler, of the Hotchkiss school.

Mr. Buehler said: "The practical question is one of procedure. We are only concerned that the one trying to learn by literature shall amount to something. We speak of the eye of the imagination as if the faculty had to do only with sight. The imagination, however, has ears and a tongue and a nose.

"We should see to it that pupils can recall the sound of a rivulet as well as its appearance, the taste of its waters, and

the mossy banks. Only when he can do this does he do whole justice to the literature.

"We must see that the literature chosen does not have unusual elements and that those pieces are chosen whose images are in some sense related to the reader's experience.

"When the question of selection is answered, that of method remains. There are two methods of procedure. We may encourage pupils to express in art forms that which they are reaching. By art forms I mean modeling in clay, making with crayon. Before this can be done the image must be clear. Encourage the pupil to place the idea in tangible form and he will see the imperfections.

"The other method belongs to all stages of the study of literature. This is the method of judicious questioning. Aim to lay bare the images in the pupil's mind. Experience has led us to have questions printed and given to the pupil at the time the assignment of the lesson is made. This gives him time to think when preparing and thus gives more opportunity for real instruction in the class room."

Mr. Buehler was followed by Professor John M. Tyler of Amherst college, who spoke on the "Culture of the Imagination in the Study of Science."

Mr. Tyler said: "Imagination is thinking. Thinking is tracing the relations between objects. Imagination is a pictorial way of thought rather than expressing it by means of words.

"Man must work with fidelity to truth, with loyalty to truth, from which art and literature can escape in a large degree. I would not have you think that the scientific man is a mere institution, but, if I have thus pictured science to you, I want you to see how by a higher use she can be as glorified as she deserves."

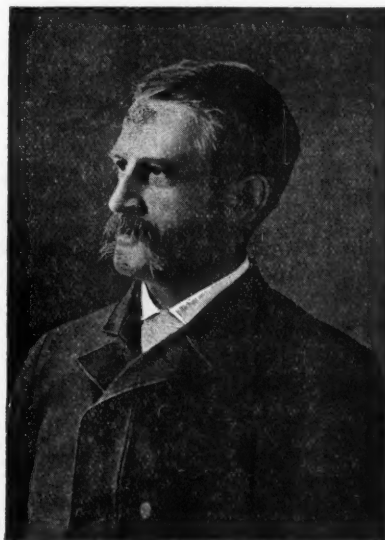
#### Ethical Value of History.

The speaker of the evening was Prof. William M. Sloane, of Columbia university. His subject was "How to Bring Out the Ethical Value of History." Mr. Sloane said in part:

"If there were no other ethical principle to be desired from the study of history, that of patience would stand out, emphasized as nowhere else. The outcome of a generation's work has been enormous and while we may hope for a definition of universal validity only when time shall be no more and not till then, yet with these initial doctrines fairly settled and accepted, a fair definition and some results may be hoped for perhaps in this, and certainly in the coming generation.

"What, then, are the facts of our inherited nature which bear directly on our attempt to wrest and display a body of ethical teaching from the study of history? It appears to me that the Anglo-Saxon both sides the sea sincerely believes everything good to be rooted and grounded in the past.

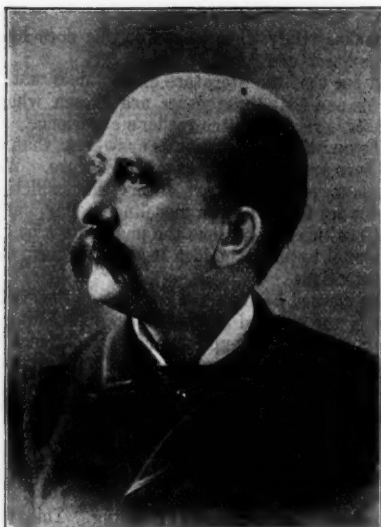
"He clings with tenacity to every social habit and institution which does not prove directly and visibly harmful. Even now, when inventions and manufactures have done their utmost to change the groupings of humanity, he has the ready retort to



Prin. Ray Greene Huling,  
Secretary-elect of the New England Association of Colleges and Preparatory Schools.

all who cavil at his position: Follow the counsel of perfection, sell all that thou hast and give to the poor. In our creed this is to be the goal, the ideal. Like all human ideals it must be reached gradually and the only way it can be reached is the perfectibility of man in an earthly and possible environment.

"The plain, historic Anglo-Saxon man must, however, rid him-



Prin. Frank S. Capen. State Normal School, New Paltz, N. Y.

self of two errors to which he is prone. First, that the criterion of instruction in a democracy is utility; second, that when we reform instruction we reform education, or, in other words that we attain character by the exercise of the judgment. The true aim of education is to make an all-round man; not a minister or a professor, not an engineer or a lawyer; not a soldier, farmer or merchant; but a personality with the largest amount of moral force.

"Any pursuit concerned with ideal humanity and the near approaches to it is so far ethical. History, however, does not investigate the nature and constitution of human character individually, it is concerned with human character in the mass and with formulating rules, which in their observance have led mankind toward the eternal right and the breach of which has overthrown and destroyed great societies.

"Whether we accept in the conservative and Christian sense the doctrine of the moral order of the universe, or whether we struggle to remove the First Cause which we call the Creator, further and further from our pen, one great ethical lesson shines forth from our study of history, that progress in some meaning of that much vexed word is a certainty."

#### New Officers.

SPRINGFIELD, MASS.—The New England association of colleges and preparatory schools, at its meeting in Springfield this month,

elected Charles W. Eliot, of Harvard, president and Ray Greene Huling, secretary and treasurer. The committee on uniform requirements in English recommended that more attention be given to English thruout the entire preparatory course; that outside reading be encouraged; and that careful instruction be given in the mechanical side of composition.

#### Cincinnati Notes.

[Correspondence of THE SCHOOL JOURNAL.]

At the first regular meeting of the principals held October 8, suitable resolutions were adopted on the death on October 2, of Mr. W. B. Wheeler, who has been so long connected with the schools. Sixty years ago he began teaching in this city and worked faithfully and earnestly for the schools till his retirement last Christmas. Many of the most prominent business men in the city, including the present superintendent of schools, have been pupils in his school, and all speak in highest terms of his manly, straightforward way of dealing with children, teachers and parents. For many years previous to his retirement he had been principal of the eleventh district school. The teachers who had worked with him so many years, also adopted appropriate resolutions. The program for the year's work was reported by the ex-committee, but as it has not yet been printed I am unable to present it at this time. It was decided to invite Prof. Roark, of Lexington, Ky., to address the association at the November meeting.

On October 4, the "Mathesis" held its regular monthly meeting in the club rooms, presided over by Miss Christine Sullivan, superintendent of the drawing department. Dr. Culbertson, of the board of education, spoke on, "Sources of Power;" Miss Marie McGowan on "Acquisition of Voluntary Power;" and Prin. W. T. Harris, of the nineteenth district, on "The Sentiment of Power." The City Teachers' Association at its October meeting discussed two topics: "Life Certificates" and "Safeguards of our Profession." The first topic was discussed by Pres. John A. Heizer, and the second by Prin. Strickland, of the Whittier school. On October 8, the Hamilton county association listened to an able address on "The Poet and His Mission," by Mrs. Frances Gibson Richards, of the Lebanon normal school.

One of the strongest associations in the state is the "South Western." It meets twice each year at Hamilton. The autumn meeting this year will be held in the high school building, Saturday, October 29. The program is as follows: Inaugural—"Educational Waste," by Supt. McClure, Oxford; "Some Loose Screws," E. W. Wilkinson, Cincinnati, Ohio; "Culture and Efficiency," Dr. W. A. Hailmann, Dayton; "John C. Calhoun," Dr. J. P. Gordy, Ohio State university, and "Formative Influences in the Development of American Literature," Mrs. Frances Gibson Richards, Lebanon, Ohio.



New Paltz, N. Y., State Normal School. Established 1881.



## In and About New York City.

The Lafayette day exercises in the schools last Wednesday were attended with much enthusiasm.

In many of the schools, the teachers told the historical facts connected with Lafayette's services to this country, and the surrender of Cornwallis, of which last Wednesday was the anniversary.

The great reception given him by the people, on Lafayette's subsequent visit to this country, and the part of the school children in that event, and the mourning thruout the land at the news of his death in 1834 also were related. Patriotic songs were sung and recitations given.

### How Lafayette Came to Help us.

At Columbia university, Prof. J. H. Robinson gave an historical lecture, on the subject of Lafayette. He said that Lafayette got his original intention to aid the American colonists from the Duke of Gloucester, the brother of George III. Lafayette, when only eighteen years of age, attended a dinner at Metz, at which the duke was the guest of honor. The duke was not in sympathy with his brother's oppression of the colonists, and did not hesitate to say so. His denunciation of taxation without representation made a deep impression upon Lafayette, who, boylike, wanted to rush to America's aid. For three years his family held him back, and then he came to win glory for himself, and help the American people to achieve their independence.

### The Board and the Schoolship.

The navy department has been considering the withdrawal of the schoolship *St. Mary's* from the control of the board of education, because the board wanted to put civilians in charge of it. This appears to be due to a misapprehension of the wishes of the board. The present commanding officer is a civilian, tho he formerly had been in the navy. He was appointed because the department could not spare a naval officer at the outbreak of the war. The board heartily approves the assignment of Lieut. Commander W. H. Reeder, to again take charge of the ship. On account of the war, the ship did not make its projected cruise to Greenland this summer.

### Manhattan-Bronx.

Commissioner Kelly has written to the mayor a long letter, explaining his position on the omnipresent subject of salaries. Commissioner William Greenough, who is thoroly conversant with all the intricacies of the present schedule, has issued a statement correcting some of Mr. Kelly's published utterances. Mr. Kelly accuses the present schedule of giving a teacher an advance at one stroke of from \$573 to \$1,332 per annum. Mr. Greenough shows that considerable of a journey has to be traveled before reaching that desired end. The teacher must first be receiving \$573, and have been in the service of the board, in this borough, for at least twelve years. Now this teacher, says Mr. Greenough, will be entitled to receive \$750 per annum without examination, and if she has taught fifteen years, will be entitled to \$1,000 when the present salary schedule goes into effect.

Now, to get the \$1,332, several steps have to be taken. By her standing, she is entitled to a No. 1 license, carrying with it a salary of \$660, but if she wishes license No. 2, with its salary of \$780, she must satisfy the requirements for that license, either thru examination or evidence of professional study. Her salary will then be \$780, and to raise it to \$900, she must secure the endorsement of the borough board of superintendents. To get a higher salary, she must have a head of department license, with the arduous process of getting it, which is entailed. This means \$1,140. If she again has the approval of the superintendents and the committee on teachers, she may secure the sum of \$1,296, and if she continues to teach boys or mixed classes of the first three years of the course, she may obtain that end for which she has so faithfully striven, \$1,332. Thus Mr. Greenough disposes of Mr. Kelly's argument, that this advance may be made "at one stroke."

Mr. Greenough says that there is but one solitary teacher in both boroughs entitled to enter upon this process, and he heartily hopes she will get the maximum allowed. Of those receiving \$726, who are eligible to take the examinations for the maximum, there are less than ten in the whole system.

### The Board Meeting.

The board authorized the city superintendent to establish ungraded classes in several schools for children who thru various causes, cannot keep up with the regular classes. Special teachers are to be appointed to instruct these children and bring them up to the standard. The conditions which they will remedy have been recognized for some time. No disgrace is to be at-

tached to the pupils, but they are to be helped along by individual instruction, until they can resume their proper places in the school. The schools where these classes will be established, are No. 12, male department, 371 Madison street; No. 21, male department, 55 Marion street; No. 67, 120 West Forty-sixth street; No. 77, female department, 400 East Eighty-sixth street; and No. 112, 7 Downing street.

Three more stores and basements have been rented for kindergartens, and to relieve the congestion in No. 1, caused by the presence of the training school, three boys' classes have been transferred to old No. 1.

The board voted to ask the city superintendent to hold examinations for regular teachers in the elementary schools at an early date, to hold an examination for principals of regular schools during the Christmas holidays, and for teachers of German at some later time.

### SUPERINTENDENTS' RECOMMENDATIONS.

The superintendents made some important recommendations for changes in the by-laws which were referred to the committee on teachers.

The most important was the following:

*Resolved*, That the certificates of the borough superintendent of schools that the experience of a teacher in schools other than the public schools of the boroughs of Manhattan and the Bronx, is equivalent to a certain number of years of experience in the public schools of said boroughs, shall be evidence to entitle such teacher to salary in accordance with this schedule, provided such teacher holds the requisite license, and provided such teacher was a regular teacher in the schools of said boroughs on Dec. 31, 1897, or was at that time in the possession of an unexpired license to teach in the schools of the city of New York.

It was also recommended that the word "consecutively" be stricken out of sections 17 and 18 of the salary schedule, so that they would read as follows:

17. Subject to the approval mentioned in section 13, no woman teacher who has taught in the public schools of these boroughs for ten years or more shall receive less than \$750 per annum.

18. Subject to the approval mentioned in section 13, no woman teacher who has taught in the public schools of these boroughs for fifteen years or more shall receive less than \$1,000 per annum.

This would be a welcome change to many teachers whose service has been long, tho not continuous.

### In Memory of a Boy Soldier.

Last Friday morning, the thousand pupils of No. 86, Ninety-sixth street and Lexington avenue, assembled to pay tribute to the memory of their former schoolmate, Sergeant-Major Robert Gordon Everett, who died several weeks ago from fever contracted at Santiago. He was seventeen years old, and a lineal descendant of John Quincy Adams. He was the youngest non-commissioned officer who fought at Santiago, and was appointed sergeant-major for bravery under fire. Prin. William Arens invited Major Keck of the Seventy-first to tell the boys about their schoolmate. He said:

"Wherever I was in those exciting hours, Gordon Everett was there also, not only carrying out my orders as my sergeant major, but often anticipating them. In all my experience I have never seen a more manly man or a sublimer exhibition of stalwart courage shown under the most distressing conditions than your young classmate displayed. He was a boy in years, but in thought and character a man of men."

"In that vast concourse of men about Santiago there was none who made greater sacrifices or showed such superb heroism as this boy. I can assure you, boys, that you deserve to be proud of your contribution to the war in the person of young Robert Gordon Everett, whose fidelity to duty earned for him the title of 'the boy hero of Santiago.'"

### Brooklyn.

Prin. Larkins, of the Manual Training high school, has changed the course of the draughting department, so that the girls will devote the time hitherto spent on drawings of machines to designing geometrical ornamentations, Gothic arches and Grecian friezes. The draughting department has had presented to it by Prof. Shinn, of the free-hand drawing department, a set of forty-seven engraved plates of marine boilers. These plans have been used by the navy department in construction of vessels. They will be put on exhibition before long.

### Teachers' Association Courses.

Pres. Haaren, of the Brooklyn Teachers' Association, in explaining to the teachers the new courses, said:

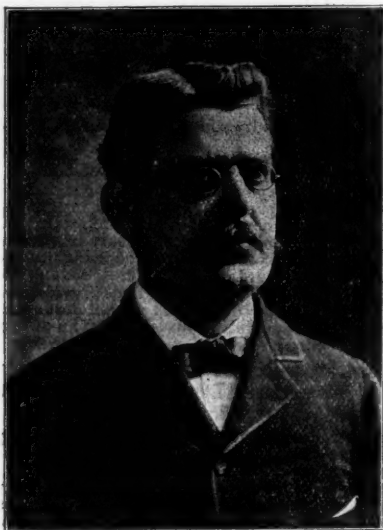
In the rules adopted by the board of education and school board for the granting of A and head of department certificates, there is a provision which empowers the city superintendent of schools, to give recognition to work done by teachers in a recognized institution of learning.

A meeting of the association's committee on studies was called, and the opinion rendered that the recognition could not be made in advance, but only after the city superintendent had had an opportunity to examine into the courses and had satisfied himself of the quality of the instruction. This has postponed the formal recognition of our work until it has been completed, but

the teachers may rest assured that everything possible will be done to keep the work at such a high standard that it will be a pleasure for the superintendent to add the seal of his approval."

City Supt. Maxwell, in speaking to the teachers, said:

"I stand now, as I have always stood, for the highest possible salaries for teachers. A teacher exposed to the continuous nervous strain of teaching, if she is to do her best work, must be relieved from financial worry. She must have the means of entering society and expending a reasonable amount for her own culture and improvement. And, moreover, we need high salaries in order to attract to the teaching profession men and women of social standing and culture. I do not believe that the taxpayers of this city begrudge to the teachers of their children the very reasonable wages which your school board proposes to pay, provided the city authorities will grant the money."



Prin. John H. Haaren, Grammar School No. 10, Brooklyn, President of the Brooklyn Teachers' Association.

"And now I come to a matter in which I take a deep interest and in which the Brooklyn Teachers Association has always taken a deep interest—the teachers' efforts at self improvement. As you know, during the last fifteen years, there has been in Brooklyn a graded system of licenses to teach. The school board rewarded those teachers who had the ability, the industry, and the ambition to work for the higher grades of licenses by placing them in positions of responsibility and trust which command the higher salaries. This system has recently been transferred to the other boroughs of the city. It is not the least of the glories of the Brooklyn school system, that it has given to our neighbors across the East river a system of licensing teachers, which has done so much for her own schools. Under the rules recently formulated by the board of education for the issuing of licenses, exemption is granted in whole or in part from examination in the case of the higher grades of licenses who have good records as teachers, and who prosecute courses of study in recognized institutions of learning. As far as I have a voice in the matter, the most liberal interpretation will be placed upon this rule, both as to institutions of learning, offering teachers' courses and the courses themselves. There is one thing to which we are unalterably opposed. That is, any attempt to crowd too large an amount of work into too short a space of time. Two hours a week during thirty weeks of the school year, and two hours a day five days in the week, during six of the ten weeks of the summer vacation we regard as the maximum amount of time that should be spent in this work. We take this position for two reasons. First, your health, to which as teachers you are bound to give due consideration, will not permit you to attempt more. In the second place, you cannot successfully do the amount of reading, writing and note taking that well arranged college or university courses of the kind referred to require, if you take up too many courses simultaneously. Quality of work, not quantity, is what we are seeking."

The new courses of the association include English, under Mr. Percival Chubb and Mr. Herbert Vaughan Abbott; American history and civics, under Dr. Harry A. Cushing; physics, under Ernest R. von Nardoff; natural science, under Prof. Francis E. Lloyd and Dr. Marshall A. Howe; and psychology under Dr. Livingston Farrand.

#### Brooklyn's Schools Win.

Justice Gaynor in the supreme court, Monday afternoon, handed down a long decision on the amount due Brooklyn in the apportionment of the central board. He holds that the contention of the Brooklyn members of the board was perfectly fair, and issues a writ of mandamus to compel the board of estimate to pay over to Brooklyn the sum of \$1,605,565.49 instead of the sum it originally awarded, \$1,279,853.84. Justice Gaynor held that the board of estimate exceeded its authority in making the apportionment at all. According to the charter, the money must be apportioned among the boroughs by the central board of education on the basis of attendance. Had this been done,

no legal process would have been necessary. As it is, Brooklyn has won her contention for what is due her. The general raise in teachers' salaries in Brooklyn was contingent upon the receipt of this \$300,000. Now that the matter is settled in Brooklyn's favor, the teachers of the borough look forward anxiously to the day when the proposed new schedule will be carried into effect.

#### Important Reforms for New Jersey.

HOBOKEN, N. J.—Prins. Dwyer, of Harrison; Ortel, of Union Hill; Van Sickle, of West New York, and Supt. E. Murphy, a committee of Hudson county principals, recently met the commission appointed by the last legislature to revise and codify the school laws. The principals made a number of important recommendations. In the first place, the committee advised that teachers holding state certificates and having had ten years' experience in the state, should not be removed from their positions except by vote of the board of education, subject to veto of the county superintendent, which vote may not be overridden except by unanimous vote of the board.

The committee also advised that the census bureau with its large expense for 3,000 enumerators, be abolished, and that money at present appropriated on the per capita basis be appropriated on the basis of actual attendance.

Another state normal school, to be established either in Bergen, Passaic, Essex or Hudson county, was also recommended and indorsed by the state superintendent. The four northern counties have practically no normal facilities, and need them badly. It is proposed that the new school require for entrance a high school diploma or its equivalent.

The committee further recommends a state parental school, the establishment of kindergarten schools thruout the state, and the doing away with third and first grade county certificates. They favored one county certificate, good for three years, and equal to the present second grade. Every holder of such a certificate must attend a summer school five weeks each year for three years.

The committee was also in favor of the abolition of county teachers' institutes, and the establishment in their places of four summer schools.

The department of agriculture, the committee thought, should issue leaflets on the study of plants, animals, and minerals, which could be used in the schools.

New pupils should be admitted in September and at Easter.

These recommendations will be pressed next month before the educational committee of the legislature.

#### Notes of Interest from Everywhere.

One of the educational magazines for October contains an article on the English of college graduates. It is human nature, when reading a criticism, for the reader to put himself in a critical mood. Under these circumstances it is rather distressing to come across such expressions from the writer of the article as, "A young woman from a Western town recently graduated from college." Strange how many writers and speakers persist in using that word "graduate" incorrectly!

Another sentence in the same article might be criticised as regards euphony, smoothness and general excellence of style. The sentence reads: "It is inexplicable that a student can get in, and having got in that he can get out bearing a degree, with such an ignorance of ordinary English as amounts to illiteracy."

The magazine does not state whether the writer is or is not a college graduate.

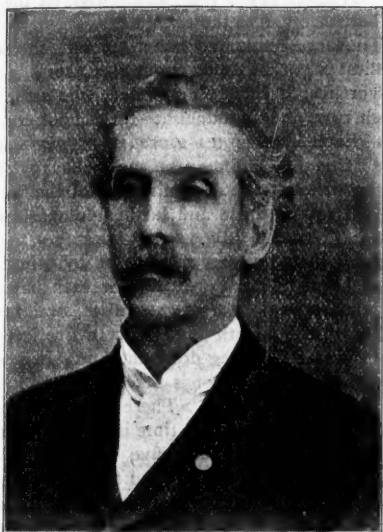
SALEM, MASS.—Supt. Perkins has reported to the school board in favor of abolishing written examinations for promotions. The board in consequence instructed the committee on rules to formulate a rule carrying out this idea.

The eastern engagements of Dr. E. E. White include an address at the Rhode Island Institute of Instruction at Providence, October 28. On October 31, he begins six weeks of institute work in New Jersey.

MALDEN, MASS.—Prof. G. G. Busby, Ph. D., died October 15, aged fifty-five years. He was graduated from Wesleyan university in 1866, and after eight years public school work, he became a professor in Montpelier seminary. Much of his life thereafter was devoted to the preparation of monographs on the history of education in this country and in Germany. Histories of education in New Hampshire and Vermont prepared by him are to be published by the United States bureau of education.

It is reported that twenty-five children of P. S. No. 28, Scranton, Pa., had died within two weeks. The cause was supposed to be diphtheria, but it was discovered that a sewer pipe leading to the building had been tapped, and that the poisonous gases had entered the rooms and been breathed by the children.





Prin. William Lawrence, Ray School, Chicago,  
President of the Central Council and of the Executive Committee  
of the Howland Club, Chicago.

### Important Educational Meetings.

Nov. 4 and 5.—Central Ohio Teachers' Association. Executive committee: Supt. Boggess, Springfield; Supt. Vance, Urbana; Prin. Smith, Hillsboro.

Nov. 25-26.—Eastern Ohio Teachers' Association at Bellaire. President, Supt. James Duncan; vice-president, Miss Alice Bedford, Caldwell; secretary, Miss Lucy McGirr, Marietta; treasurer, Supt. A. B. Wingate, Bowerston; chairman executive committee, Henry G. Williams, Bellaire.

Dec. 9-10.—New Jersey High School Teachers' Association at Newark. President, Lincoln E. Rowley, East Orange.

Dec. 26.—South Dakota Teachers' Association, at Redfield. President, H. E. French, Elk Point; secretary, Jennie Rudolph, Canton.

Dec. 26-28.—New Jersey State Teachers' Association, at Trenton. President, Henry M. Maxson, Plainfield; secretary, Lewis C. Wolley, Trenton.

Dec. 27-29.—Illinois State Teachers' Association, at Springfield. President, J. H. Collins, Springfield; secretary, Joel M. Bowlby, Metropolis.

Dec. 27-29.—Louisiana State Teachers' Association, at New Orleans. President, D. B. Showalter, Monroe; secretary, Miss Lula Soape, Shreveport.

Dec. 27-29.—Missouri State Teachers' Association, at Jefferson City. President, E. D. Luckey, St. Louis; secretary, H. E. Dubois, Kansas City.

Dec. 27-29.—Wisconsin State Teachers' Association. Meetings to be held at the Milwaukee normal school.

Dec. 27-30.—Florida State Teachers' Association, at St. Augustine. President, Dr. W. E. Knibloe, Jacksonville; secretary, D. R. Cox, Tallahassee.

Dec. 28-30.—Montana State Teachers' Association, at Helena. President, M. A. Stapleton, Anaconda; secretary, Miss Maly Mullins, Butte.

Christmas week.—California State Teachers' Association, at Santa Rosa. President, C. W. Childs, San Jose; secretary, Miss M. F. Fitzgerald, San Francisco.

Christmas week.—Minnesota State Teachers' Association, at St. Paul. President, A. E. Engstrom, Cannon Falls; secretary, J. D. Bond, St. Paul.

Christmas week.—Arizona Teachers' Association, at Phoenix. President, W. B. Blount, Scottsdale.

Christmas week.—Michigan State Teachers' Association, at Lansing. President, J. W. Simmons, Owosso; secretary, M. L. Palmer, Jackson.

Dec. 31.—Indiana State Teachers' Association, at Indianapolis. President, F. M. Staker, Terre Haute; secretary, James R. Hart, Lebanon.

New York State Association of Grammar School Principals. Fifth annual meeting, Syracuse, Dec. 27-29. Secretary, James L. Bothwell, Albany, N. Y.

Holiday Conference, New York State Associated Academic Principals, Syracuse, Dec. 27-29. President, J. C. Norris, Canandaigua, N. Y.

Conference of Middle State Colleges and Preparatory Schools, Columbia college, New York city, Nov. 25 and 26. President, Dr. Julius Sachs, New York city.

New York State Science Teachers' Association, New York city, Dec. 29 and 30. President, Charles W. Hargitt, Syracuse university.

## Number.

### Related Number Work,

#### For Grades I. and II.

Outlined by Supt. N. D. Gilbert, of Austin, Ill.

Pupils counted;—by ones, by twos, by unequal addends.

Count and see how many boys present in row 1; how many girls; how many pupils. How many boys absent; how many girls; how many pupils.

How many present—absent—in rows 1 and 2? 2 and 3, etc.? in rows 1, 2, and 3, etc? in the school?

How many boys belong in row 1? How many are here? How many must be away?

#### II. DISTRIBUTION OF MATERIAL, BY ROWS OR BY CLASSES OR BOTH.

A monitor comes to teacher for each row. How many sheets of paper, pairs of scissors, pencils, books, etc., do you need? Teacher hands him some. How many have you? Is that as much as you need? Do you need as many as that? How many more do you need? Return me all you do not need.

Child goes to supply, and counts out for himself, under teacher's eye, what he needs; encouraged to count not only by ones, but by twos and threes; or to count by unequal addends.

If practicable, appoint head monitor to take teacher's place in supervising distribution of material.

#### III. COLLECTION OF MATERIAL: SIMILAR TO ABOVE.

Reading.—Finding page by number. Finding line on the page or word in the line by number. Find a given word on which drill is being given; find it again; again; how many times can you find it? Group words phonetically; by rhymes, etc.; how many in each group?

Number involved in stories told or the subject-matter of the reading lessons.

#### Science.

##### I. WEATHER RECORD.

Days and dates;—find date by addition from day to day, Friday to Monday, character of weather denoted by disks of colored paper; number of clear, cloudy, rainy, etc., days in the week; in a month. Comparisons; averages. Prevailing winds;—how many days had we a west wind? northwest? northeast? south, etc.? Which had we the most?

##### II. THERMOMETER,—CHILDREN TAUGHT TO READ.

Draw to scale; on board, 1 in. equal 2 degrees; on paper, 1 in. equal 10 degrees. Draw five side by side on one sheet; mark daily readings; at end of the week, connect points of daily marking, so getting graphic representation of variation. As children are able, change scale to  $\frac{1}{2}$  in. equal 2 degrees,  $\frac{1}{4}$  in. equal 2 degrees. Comparisons;—how many degrees higher, lower, to-day than yesterday, etc.?

##### III. TIME.

Hours, half hours, quarter hours;  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$  of 60 min. Counting by fives to 30; to 60. Products of 5 min. to  $5 \times 12$ . Multiples of 5 min., plus 1, 2, 3, 4 min.

Making clock face. See Construction.

##### IV. OBSERVATION WORK.

Studies of buds and leaves; of animals, etc.

##### V. MEASUREMENT.

Children measure each other. Growth of twigs;—comparisons. Soils—definite amounts measured out by the children; loam, sand, etc., separated, measured, and compared. Weights—absorption of water by seeds,—elements of soil compared. In connection with construction work.

Learning the foot rule. Compare with 1-in., 2-in., 3-in., 4-in., 6-in. sticks. Compare these with each other. Stick laying, using sticks of above lengths. Children determine aggregate and relative dimensions of figures laid; also study figures dictated for laying, and determine sticks available, and make requisition accordingly; so many 1-in., 2-in., etc., sticks. Teacher, by questioning, leads children to see various combinations of sticks of different lengths that may be made in making the same figure.

**Construction.**

Sheets for weather record. Wind, charts,—thermometers, etc. Record sheets—score cards—for games. In all making, children assist in any computations necessary to get total lengths and breadths, and effect of any allowance; e. g., laps in making boxes; for cover of a box compared with the box itself.

Trays for paste. Boxes of various shapes and sizes for seeds, soil, pencils, crayon, and other collections and material; for measures cubic inch, eight cubic inches. Circle markers—1 in. by 6 in., divided into inches;  $\frac{1}{2}$  in. by 6 in., divided into  $\frac{1}{2}$  inches. Circles of colored paper for weather record. Clock dials on board. Draw with strings, making outer circle 12 in. in diameter, inner 10 in.; on paper, with circle makers, making the outer 6 in., the inner 5 in. Envelopes, book-covers, etc. Mounting sheets.

**III. OBJECTS SUGGESTED BY LITERATURE OR READING.**

Wigwam, canoe, bow and arrows—Hiawatha; other objects in connection with literature; cradle—Pilgrims; sled, etc.—Es-kimos; log house—Lincoln.

**Games.**

*Note.*—One large advantage of games is the opportunity to carry over the number notion and processes into the children's own field of activities, beyond the walls of the school-room and the immediate urgency of the teacher. Any game to which a score may be put can be thus used. Children should make and keep their own score-cards in such grades and games as make this practicable. Results should come under review of teacher. Hints as to rapid and easy combinations in making up scores should be freely given. The work given here is not fully elaborated, but has proved practicable.

**I. "FIVE LITTLE CHICKADEES."**

Five children represent the chickadees. The others sing. As they sing, "One flew away, and then there were four," one chickadee flies to his seat. At the end of the second verse, "One flew away, and then there were three," another flies to his seat. This continues till, with the fifth verse, all have flown.

**II. GOING TO JERUSALEM.**

A small amount of number work is involved in this game. The children in a given row stand, one seat is raised, and the children march from places. When music stops, they run to seats, and the child who finds no seat is out of the game. This goes on until only one child is left.

**III. BEAN BAG GAME. NO. 1.**

Our bean-bag board is twenty-eight inches long by fifteen inches wide, with one hole in the center measuring six inches in diameter. It has a support six inches high, hinged on six inches from one end. We draw a line, to show where the player shall stand, and advise holding all the bags with one arm, and never taking the eye from the mark. At first, we played with six bags, red, blue, yellow, green, orange, violet, letting the child who played hold up those he succeeded in getting in the hole, while the other children told the colors of the bags and the number. Tell how many went in and how many did not. How many in the hole, how many on the board, on the floor. Then give values to the positions:

- a. 1 for each bag in the hole.
- b. 2 for each bag in the hole,  
1 for each bag on the board.
- c. 2 for each bag in the hole,  
1 for each bag on the board,  
1 off for each bag on the floor.

**BEAN BAG GAME. NO. 2.**

a.—Board of convenient size—say, 18 in. by 30 in. In the upper right-hand corner is to be cut a hole 6 in. in diameter; in the center, a 4-in. hole; in the lower right-hand corner, an 8-in. hole.

b.—Bags—any number, not fewer than the pupils in a full row. These may be of various colors, and arranged in sets.

c.—Score-sheets;—take ordinary drawing paper 6 in. by 9 in. Have children rule these to scale, as follows: Lengthwise of the sheet, rule a space at the top,  $1\frac{1}{2}$  in. wide, for a heading; a space  $\frac{3}{4}$  in. wide for column numbers or letters; five  $\frac{1}{2}$ -in. spaces for days of week; a  $\frac{3}{4}$ -in. space below these for footings. Across these spaces, rule a column  $2\frac{1}{2}$  or 3 in. wide for names of days, and as many narrower columns as there are rows of desks.

Divide among children of each row as many bags as there are children in the fullest row. Choose one pupil to throw all the bags for his row; or let each child of a row throw in turn.

If any row has fewer pupils than other rows, let the child who makes the best throw, toss the extra bags.

Score.—The largest hole may count 5 points, the next largest 10, the smallest 20; or they may count 4, 2, 1, or 5, 3, 2, respectively. A scorekeeper may be appointed, who shall reckon result for each row, and announce it—the school confirming or correcting. Each child notes score in proper space on his score-sheet. Comparisons may be made, day by day, of the scores of the various rows. At the end of the week a summary for each row is made and further comparisons.

**BEAN BAG GAME. NO. 3.**

The bags for this game are made 6 in. by 9 in.; one and a half pints of beans or corn are used for each bag.

In this game, a section or row stand in straight or curved line according to room, with pupils four or five feet apart. The one at the head starts the bag down the line. It is tossed from one to the other until the foot is reached, when it is returned to the head in the same way. There may be two, three, or more rounds for the bag. Each time it is returned to the head without being dropped it counts five or any number chosen. If three be the number of rounds and five the perfect number, the total tally will be fifteen. But if the bag be dropped, three or any chosen number is counted off, and the number of times dropped deducts a corresponding number of threes from the total tally. Thus, two drops means two threes or six off; 15—6 equals 9.

The tally sheet in this room was made on paper 9x6 inches. Vertical lines were drawn  $1\frac{1}{2}$  in. from each edge, making the space 6 in. long. One inch from the top a horizontal line was drawn. Then vertical lines, beginning an inch from the first vertical line, were drawn an inch apart until the space was divided into six spaces, each an inch wide, one space for each row. Beginning half an inch below the top line, horizontal lines were drawn half an inch apart until five spaces were made, one for each day in the week. Each child makes and keeps his own sheet. Each space receives the tally for the row to which it is allotted, and in the part corresponding to the day, first, second, third, etc. At the end of the week the footing of tallies may be made and results for rows compared.

**IV. RING-TOSS.**

This game has three sticks of different heights, fastened upon a board and arranged so that the first and shortest stick is nearest the player. The board is  $2\frac{1}{2}$  by 1 foot and the sticks are 10, 15, and 20 in. in height.

Give each stick a value, varied according to the height of the stick, as, 3, 7, 10. The rings are 5 in. in diameter. Each player holds 3, 4, 5 rings, as one may choose, and tosses them. Each child keeps a record for every player.—See record. Count up the number gained by each child, arrange in rows as seated, and add up the number gained by each row. Add up the total of all rows.

The game may be varied so as not to grow monotonous. Change the value of the sticks, number of rings, chances. Different sizes of rings may also be used, giving the highest value to the smallest ring. Failure to throw a ring over stick may be counted against the player—subtraction. This game brings in much addition, multiplication, and subtraction.

**V. HOP SCOTCH.**

Draw diagram on the ground or floor. It is designed for an out-door game. Various diagrams are used beside the one given here.

Arrange the school in two divisions, so that one side may play against the other. First pupil in right-hand row take his place at the point designated in the diagram by the arrow. Standing on one foot, he aims to flip the disk into square 1. If it stops in 1, this scores 10. The disk must be clear of the lines inside the square. Hop into square 1 and flip the disk into 2. If entered, it adds 10 to the points made; if missed, it takes 10 away. The value of 3 is 5. If entered successfully, 5 more points are added; if missed, 1-5 of those already made are taken away. The values of 4, 5, 6, and 7, are each 5. Each one entered, 5 is gained; each one missed, 5 is taken away. If 8 is entered successfully, the points to his credit are multiplied by 2. If 8 is missed, the total must be divided by 2. This will be the final number of points to his credit.

Each child carries a card arranged in two columns. The same card is carried from day to day, and when all on both sides have played, totals are compared. Adding and subtracting by tens, as well as units.



## Nature Study.

### Seed Studies.

By Frank Owen Payne.

Nearly everything that has been published about the study of seeds relates to the little baby plant within the seed. It is the purpose of this article to deal more particularly with the study of seeds as things; to observe the various parts of a seed, to study the relation of these parts to the tiny life within, and to each other, and so lay a foundation for that close observation of nature so rare in children and in grown people.

#### PARTS OF SEEDS.

The parts of every seed are:

1. The testa, or outer coat, with its characteristic points; (a) the hilum, or scar, showing where the seed was attached to the inner wall of the fruit, and (b) the micropyle or minute opening, thru which the young sprout pushes its way in germination.
2. The tegmen, or inner coat, usually separate from the outer coat, and very much thinner and more delicate; very often adhering firmly to the kernel.
3. The kernel, or "meat," which consists of one, two, or more cotyledons, or seed leaves, and between these the tiny bud or germ.

Every pupil can soon become skilful in finding these parts in almost every seed.

Seeds should be carefully observed and compared. Tables for comparison may be made first on the blackboard, where additions can be made from day to day, and later these tables may be transferred to paper, or to note-books. Such a table may be drawn as follows:

Kind of Seed	Coats		Scar	Micropyle	Cotyledons	Germ
	outer	inner				

#### CHARACTERISTICS OF SEEDS.

It may be helpful to the reader if a few characteristics of seeds in the foregoing table be further explained. Thus, the testa of the peach seed (stone) is rough, ridged, or corrugated, and very hard. That of the cherry is smooth. The apple testa is brown and smooth and hornlike. The orange testa is white and leathery.

The tegmen of the peanut is thin and brown. That of the orange is brown and papery. The tegmen of the almond is

thick, brown, and tough, and easily separable from the kernel, while that of the bean is very hard to separate from the testa. In fact, it requires an expert observer to find the tegmen of a bean and separate it from the testa. The peach sometimes is found to have a third coat, thinner than either of the others.

The scars are also very various. Everyone is familiar with the large, gray scar of the horse-chestnut and the chestnut and beechnut. The scar of the pea is round. That of the bean is oval, and that of the wistaria is long and very narrow.

The micropyle is very interesting. In some seeds this is easily found. In the bean, pea, horse-chestnut it is easily found, but in most seeds it is so small as to be found with the greatest difficulty. Its position on the seed is variable. In some seeds it is opposite the scar, in others it is in the scar, while in still others it is beside the scar. In fact, the relative position of the scar and micropyle is a distinguishing feature of seeds.

The cotyledons or seed leaves are also very interesting. In corn, there is only one; in beans, peas, nuts, etc., there are two. In the orange there are from three to seven, and in the pines there are often as many as ten cotyledons.

The germ may be straight or bent. It may be located at the end, or side, or center of the seed. It may be imbedded in starchy matter, from which it absorbs nutriment, or it may be so large as to fill the entire seed, and have the nutriment laid up in its leaves.

#### DISPERSION OF SEEDS.

But the study of seeds would be very incomplete indeed if the means of locomotion were neglected. Nature has planned for the spread of all her creatures. There is no phase of nature study more interesting than this providence. Seeds must be spread. This is accomplished by many ways. Among these means of distribution are the following:

1. Many seeds, by being placed within a luscious fruit, are carried away, and either dropped or sown, far from the parent plant. Peaches, pears, apples, cherries, etc., have been spread in this way by the agency of mankind.

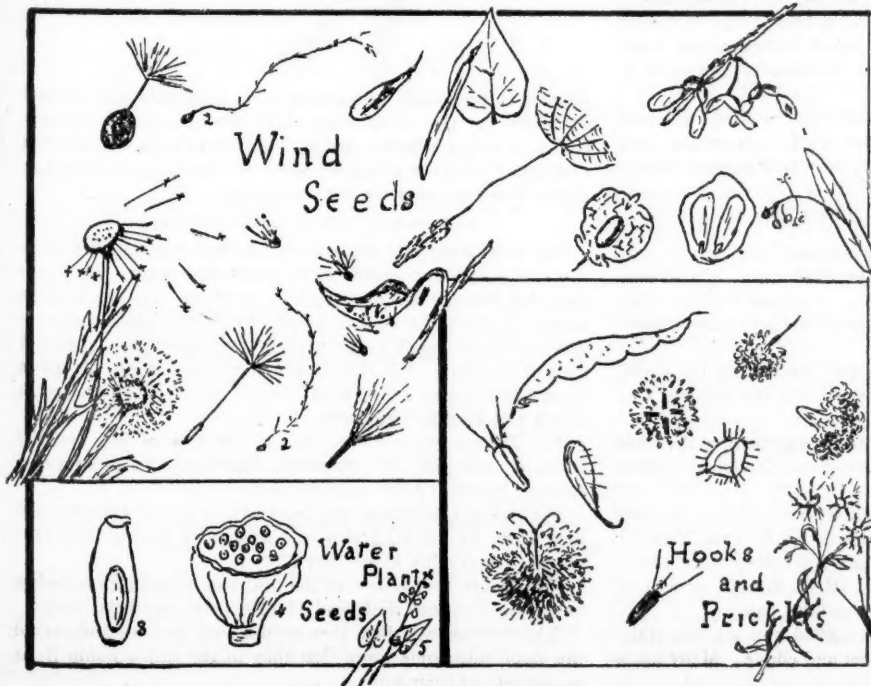
2. Some seeds are encased in a dry fruit, which, on ripening, bursts suddenly, thus throwing the seeds far away. Of this kind are the wistaria, the artillery plant of the tropics, and some beans and peas.

3. The testa is sometimes covered or modified so as to become a wing, coma, or pappus, which retards the fall of the seed, thus enabling it to remain longer in the air, so that the winds may waft them far from the parent stalk. The wing is not always on the seed, but sometimes the whole fruit is winged. Of this sort are ash, maple, ailanthus, and elm "keys," and the seeds of thistle, dandelion, cotton, milkweed, geranium, and many other plants.

4. Many seeds depend for dispersion upon the birds. They are taken by the birds as food, and remain whole in the bird's crop. In this way they are often carried many hundreds of miles. Such are the grains.

5. Ocean currents and streams of water have been known to carry seeds for vast distances. In this way, we can account for the presence of terrestrial plants on coral islands of recent origin.

6. There are also some special devices by which seeds are scattered. One of the most remarkable is the Brazil nut. The three-cornered dark brown rough nut, so familiar to us, does not grow singly upon the tree. There are very many of these seeds inclosed in a large spherical nut. This nut is very hard, resembling ivory in hardness. No lines of dehiscence can be seen, and there seems to be no way for the seed to escape. But when the first nut is ripe, it falls to the earth. This fall is very great, for the tree is



exceedingly tall. On striking the ground, the shock breaks the nut with a very loud report, and the seed is scattered far and wide.

A friend once brought me some artillery beans from the West Indies. These beans lay on my desk in school. Late one afternoon, when all the room was quiet, there was a report like a gun, and several projectiles flew across the room. Some of them struck the ceiling, while others hit the walls with sharp clicks. Pupils picked up the pieces. They were found to be sectors of the bean, but each so warped and twisted that the parts could not be made to fit together again. The seeds had been thrown to the remotest corners of the room.

7. Mention need hardly be made of the most curious of all, perhaps, for it shows the greatest design in nature. I allude to the bristles or awns, by means of which certain seeds fasten themselves to clothing of men and animals. "Beggar lice," "sticktight," clot bur, or cockle bur, are familiar examples. Here, if anywhere in nature, is seen a persistent determination to grow and spread.

What is all this if it be not the obeying of the scriptural injunction to "be fruitful and multiply"?

### Tree Study.

By Lizzie M. Hadley, Massachusetts.

I care not how men trace their ancestry,  
To ape or Adam; let them please their whim;  
But I in June am midway to believe,  
A tree among my far progenitors. —Lowell.

Children, of school age, ought to be able to tell the name of each tree within a radius of two or three miles from their home, and should also recognize the different woods, wherever they may chance to see them.

Veneers of most woods may usually be obtained of a cabinet maker, and these, glued upon cardboard, together with a piece of the bark and sprays of pressed leaves and flowers, will do much to simplify the work of the teacher.

In the early autumn, when the first gayly-tinted leaves are falling, the child who is expected to draw and color these will be sure to note every detail, and a little later, when asked to observe the leafless twig, he will be apt to study it with interest, noting leaf scars, leaf and flower buds, as well as the woody growth for the year.

Before beginning the regular work, it may be well to have a little preliminary talk upon trees in general, their uses, habits, effects upon rainfall and fertility of a country, and their relation to human comfort and well-being.

Picture a treeless world. What would it be? What and where are the treeless tracts of our own and other countries?

Effects of wind upon the growth of a tree? Age of trees? How determined? Resting time of trees? When do the buds form? How protected? Difference between a tree and a shrub?

In beginning a series of lessons, select half a dozen or more for observation, as the oak, birch, elm, maple, ash, willow, etc. These are all common trees, and may be found in most localities.

#### Typical Lesson.—The Oak.

"Lord of the woods, long-surviving oak."

Lead the children to note the shape of the tree. The trunk, its size and shape; mode of branching. Reasons for this. (Let them draw the tree upon the blackboard or upon paper, showing manner of branching.)

Talk about the roots, like an inverted tree. Long tap roots, always in motion, going deep downward into the ground. Use of these roots.

Study twigs. Note size, shape, and arrangement of the buds as means of identifying different varieties. Covering. Difference between leaf and flower buds.

Leaves; alternate and, usually, thin and veiny; but in some varieties thick and leathery. White oak family have blunt or rounded lobes; red oak and black oaks have deeply-cut leaves.

Flowers, both sterile and fertile. Sterile flowers, groups of long, slender catkins; fertile, tiny, budlike cups.

Fruit, a rounded or elongated, one-celled nut, set in a scaly, cuplike base. Some species are sweet and edible. Many kinds used to fatten swine.

(Let the child draw and paint buds in autumn, and compare with buds in spring. Paint fruit, and, later in the year, flowers.)

Wood exceedingly hard and durable. Used for building purposes, ship lumber, furniture, baskets, cooperage, etc.



The bark of some species used for tanning, dyeing, and, to some extent, as a medicine.

The outer bark of the cork oak (*Quercus Suber*), found in the south of Europe and the northern part of Africa, forms the cork of commerce, and for a century, or more, may be removed every six or ten years, without injury to the tree.

The oak apples or oak galls found on some species are used in dyeing, tanning, and for making ink. They vary in size, from a pea to a hazelnut, and are caused by the sting of an insect, in the bark of the tree.

While there are but two families of the oak, there are many varieties, and these are of all sizes, from the insignificant scrub oak to the monarch of the forest, sometimes as many as one hundred fifty feet in height.

Just where the oak originated it is impossible to say, as it



appears to be equally at home in both temperate and tropical countries, on the mountains, or in the valleys, on gravelly plains, or rocky hillsides; and it may truthfully be said of them that they "live to a green old age," for oaks of a thousand or twelve hundred years are not uncommon.

#### THE OAK IN LEGEND AND RELIGION.

The Greeks say that the oak was the first tree to grow upon the earth, and that acorns were man's first food. They also regarded the oak as the mother of mankind, and the Romans appear to have shared this belief. With the latter nation, it was sacred to Jupiter, who was said to have been sheltered by it at his birth. Virgil calls it "Jove's own tree." A crown of oak leaves was a token of honor, and frequently worn at Greek and Roman festivities.

The Pelasgi regarded the oak as the tree of life, and the home of their god, who frequently manifested his presence by rustling leaves and the song of birds.

The Britains dedicated the tree to their god of thunder, and long after the establishment of Christianity he was still supposed to make his home there.

The Druids, too, venerated the oak, and beneath its branches held their criminal trials and kindled their sacrificial fires.

Whenever an oak died, they stripped off its bark and carved the wood into some form, that they might still worship it, as an emblem of their god.

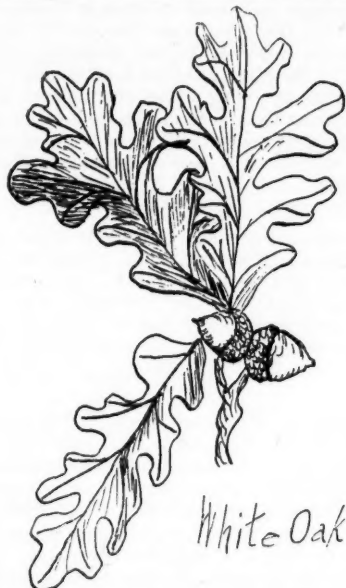


The Celts, in worshipping Baal, always selected oaken fagots, while their victims for the sacrifice were crowned with oak leaves.

The ancient Israelites, also, appear to have revered the oak, for we are told that they worshiped God and offered their sacrifices beneath its shade.

Abraham dwelt under the oaks of Mamre, and there erected an altar to the Lord.

God's messenger to Gideon found him beneath an oak, and



Deborah was buried under the oak of weeping.

The Germans believe that the homes of the "little people" lie around the roots of the oak, and that holes in the tree are elves' pathways.

The Charter oak, of Connecticut, and the Royal oak that sheltered Charles II., after the battle of Worcester, show that it has borne its part in the pages of history, while the poets of all ages have united in singing its praises.

Of course, with the march of civilization, old superstitions are fast dying out, but enough still remains to show with what reverence the tree has always been looked upon, and to make it well worth the careful attention of the student.

#### Literature and History.

Story of the Royal Oak. The Charter Oak. The Oaks of Dodona. The Vine and the Oak. (Emerson's Indian Myths). Andersen's "Last Dream of the Old Oak." Lowell's "Story of Rhæcus," "Forest Hymn," Bryant. "The Oak," Lowell.

#### Corn.

There is a plant you often see

In gardens and in fields;

Its stalk is straight, its leaves are long,

And precious fruit it yields.

The fruit, when young, is soft and white,

And closely wrapped in green,

And tassels hang from every ear,

Which children love to glean.

But when the tassels fade away

The fruit is ripe and old;

It peeps from out the wrapping dry,

Like beads of yellow gold.

The fruit, when young, we boil and roast;

When old, we grind it well.

Now, think of all the plants you know,

And try its name to tell.

—Selected.

### THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.50 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalogue free.

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## Books.

Three quarters of a century of school life, is the fertile field drawn upon by Dr. Hiram Orcutt, in his "Reminiscences of School Life." The chief attractions of this interesting little volume, are its point of view, and its photographic exposition of the educational conditions of the early part of the century. Dr. Orcutt's early life was filled with struggles and mental hardships, but dogged persistency gained him an education which many a student of his has had cause to be thankful for. These early struggles make interesting reading in the light of his later successes. He faithfully depicts the progress of his school life, from the district school, thru academies and college, and then his long career as a teacher. The contrasts in educational theories of then and now are well brought out, and show that Dr. Orcutt's success was largely due to the fact that he kept in the ranks of the men who were always pressing forward. The problems which confront the teacher he discusses from the practical standpoint of his own experience. The book contains a portrait of Dr. Orcutt, and an appreciative introduction by Gen. John Eaton, formerly United States commissioner of education. The volume can be obtained from Dr. Orcutt, 165 Harvard street, Dorchester, Mass. (University Press, Cambridge, Mass. Cloth. Price, \$1.25).

Most of us wish to know all we can about the Philippine islands just now, because they are so closely associated with our national affairs. A very satisfactory description of the islands and their people is found in "Yesterday's in the Philippines," by Joseph Earle Stevens, an ex-resident of Manila. Because he gives his personal experience and describes the sights he has actually seen: his style is especially graphic. The book is nicely illustrated and bound in cloth, with a pretty cover design. (Charles Scribner's Sons, New York. \$1.50.)

We often hear people say that the reason why they do not make more effort to secure culture is that they have no time for reading. The fact is that these people are as prodigal of their time as others are of their money. They do not take advantage of the spare moments which, if properly used, would in time give them the basis of a broad culture. If they would only put a little book in their pocket and read it in odd moments, they would in a short time be surprised at the results. The volumes in the Little Masterpieces are appropriate for this purpose, being so small as to be easily slipped into the side pocket. The editorial introductions, the portraits of authors, and fine printing and binding make these particularly desirable little books to have. Among those included in the series are selections from "Lord Macaulay;" selections from "Thomas Carlyle," "The Business Girl," by Ruth Ashmore; selections from "John Ruskin;" "Home Games and Parties," by various authors, edited by Mrs. Hamilton Mott, with a chapter on light refreshments for evening company by Mrs. S. T. Rorer; "Model Houses for Little Money," by William L. Price, with an additional chapter on doors and windows, by Frank S. Guild and "The Inside of a Hundred Homes," with one hundred illustrations, by William Martin Johnson. (Curtis Publishing Co., Philadelphia; Doubleday & McClure Co., New York.)

The Athenæum Press Series has many fine volumes, but none of more interest than that devoted to "Selections from the Poems of Robert Burns," edited with introduction, notes, and vocabulary, by John G. Dow, M. A., late instructor in English in the University of Wisconsin. It is intended to furnish such a selection from the poems of this popular poet as shall, in moderate compass fully illustrate the character and range of his genius. The introduction after a brief biographical sketch, discusses the obligations of Burns to his predecessors, his attitude to nature, and so on. It is an exhaustive study of his works and genius. The notes will make intelligible many phrases not familiar to ordinary readers. (Ginn & Co., Boston.)

We know of no better or more pleasant way for the young reader to get an idea of the people and the mineral, agricultural, and manufacturing resources of our continent than to read Frank G. Carpenter's "Geographical Reader on 'North America.'" Altho he gives facts innumerable, it is the farthest possible remove from a dry catalog of facts. He is a traveler and a keen observer, and the master of a terse and highly picturesque style. Of course the United States receives more attention than all the other countries together. The cities, the parks, the buildings, the statues, the farms, the mines, the manufacturies, etc., are all brought under review, and he even takes the reader in imagination to our far-distant possession, Alaska. British America, Mexico, and Canada are then treated in the

same graphic way, and places that were old before our states were colonized are described. Illustrations, reproduced mostly from recent photographs, are scattered lavishly thru the pages. (American Book Co., New York.)

A companion volume to the story of Troy, by M. Clarke is presented in the "Story of Æneas." The latter is a continuation of the narrative begun in the story of the ill-fated city, the author including in it a great variety of incidents, which, as related by the famous Roman poet, have been read with delight for nearly 2,000 years. These are interspersed with numerous poetical extracts, chiefly from Dryden's and Conington's translations of the Æneid, which lend additional force and interest to the narrative as well as illustrate the style and beauty of this famous classic. Besides a map showing the wanderings of Æneas, there are ten full-page reproductions of famous works of art selected with reference to their value in elucidating the text.—(American Book Company, New York. 45 cents.)

The entertainer of a party who wishes the guests to enjoy themselves will find plenty of games from which to choose in "One Hundred Entertainments," a little book arranged by Charlotte Whitney Eastman. These include literary diversions, guessing games, geographical games, and a great many other sources of amusement and instruction. The variety is so great that no trouble will be found in choosing that which shall suit the tastes of the company. (T. S. Denison, Chicago.)

Teachers of the French language will see many points of excellence in the "French Grammar of the New Modern Language Series," by Baptiste Meras and Sigmon M. Stern, two experienced teachers of language of New York city. This grammar is intended for students who have read the "First Lessons in French." Each section contains six different parts: (1) The rules of grammar; (2) a *questionnaire* with the proper answers; (3) French sentences to be translated into English; (4) English sentences to be translated into French; (5) part of a story; (6) questions on the text of this story illustrating the particular grammatical facts under consideration. The story, besides furnishing some interesting reading matter, may be made the basis of conversational exercises. By this plan the grammatical principles are impressed upon the mind in an easy,

rapid, and progressive manner, and the student, instead of regarding the work as a task, feels his enthusiasm for the study increasing as he progresses. (Henry Holt & Co., New York. \$1.25.)

"Traumereien," by Richard von Volkmann-Leander, has been edited with notes and vocabulary, by Idelle B. Watson, teacher of German and French in the Hartford high school. It is in handy form for the use of students of German in high school and colleges. (Henry Holt & Co., New York.)

Students who have made some progress in French will read with pleasure "La Bibliothèque de Mon Oncle," by Rodolphe Topffer as edited by Robert L. Taylor, instructor in French in Yale university. The editor has tried to excite the reader's interest in the author by giving a brief biography of Topffer; he has also given means for a view of the book taken as a whole. The notes were prepared with a general view of making the text clearer, and, when it seemed necessary, of calling the student's attention to matters of special linguistic or literary interest. (Henry Holt & Co., New York. 50 cents.)

There is no more interesting character in American politics than Henry Clay, the Great Pacificator, who is the subject of one of the essays in the series of "Little Journeys to the Homes of American Statesmen," by Elbert Hubbard. It is a delightful study of this great statesman, giving his personal characteristics and a description of the places that have been made interesting thru his association with them. (G. P. Putnam's Sons, New York.)

"Socratic Lessons in Natural Science" by Walter Coleman, A.B., professor of physiology and natural history in Sam Houston normal institute, is a book that comprises lessons founded on twelve pedagogical principles drawn from the writings of Froebel, Pestalozzi, Socrates, and Herbart. They embrace subjects in physiology, botany, zoology and geography, and are noted for their close application of the principles of these educational thinkers to the work in hand. (Southern Publishing Co., Huntsville, Tex. 75 cents.)

If you have catarrh, don't dally with local remedies, but purify and enrich your blood with Hood's Sarsaparilla.

## NEW YORK TEACHERS' MONOGRAPHS.



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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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### Interesting Notes.

#### Curzon Made a Baron.

The Hon. George N. Curzon, until recently parliamentary secretary for the foreign office, who is to succeed the earl of Elgin as viceroy of India, has been elevated to the peerage as Baron Curzon of Kedleston.



BARON CURZON

The rapid rise of Mr. Curzon has had a peculiar interest to Americans, because the wife of this English leader was Miss Mary Victoria Leiter, daughter of Levi Z. Leiter, of Washington. Through her husband's elevation to the peerage she becomes a baroness.

Mr. Curzon is the eldest son of the Rev.

Alfred N. H. Curzon, fourth Baron Scarsdale, rector of Kedleston, Derbyshire. He was secretary of state for India in 1891 and 1892, and while in the East obtained material for several valuable works on conditions there.

#### A Noted Novelist Dead.

Among the recent deaths is Richard Malcolm Johnson, the well-known novelist. He was born in 1822 in Central Georgia, a region that has also produced Joel Chandler Harris, Sam Jones, Sidney Lanier, Maurice Thompson, and other men well known in the literary world. Johnston collected much of the material for his tales while practicing law in his native state. Besides his stories he wrote a life of Alexander H. Stephens and a history of English literature. He was widely known as a magazine writer.

#### Gallant Officers Rewarded.

Maj.-Gen. Hamilton A. Hawkins, of the volunteer army, who commanded the division that captured San Juan hill in the second day's fight at Santiago, has been appointed a brigadier-general in the regular army to fill the vacancy caused by the retirement of Gen. William M. Graham. He will be placed on the retired list and this will allow the advancement of Gen. J. F. Kent to the grade of brigadier-general in the regular army. Gen. Kent commanded the wing of Gen. Shafter's army that captured Caney in the first day's fight. Gens. Hawkins and Kent are veterans of the civil war and graduates of West Point.



BRIGADIER GENERAL H. A. HAWKINS.

#### Our Demands upon Turkey.

Mr. Straus, the new American minister to Turkey, has gone to his post in Constantinople. His first task will be to secure a satisfactory settlement of three questions: First, the establishment of the right of the United States to appoint consuls at its own discretion at any of the ports of the Ottoman empire; second, to remove the difficulties regarding the recognition in Turkey of naturalized American citizens, and third, to secure indemnity in connection with the Armenian outbreak.

#### Death of a Prominent Statesman.

In the death of Thomas F. Bayard at Dedham, Mass., the country loses one of its leading statesmen. Mr. Bayard was born in Wilmington, Del., Oct. 29, 1828. His family had long been distinguished in American politics, and three generations had furnished United States senators from Delaware. In 1851 he was admitted to the bar and practiced law successfully. He was sent to the United States senate in 1869 and almost immediately found himself the leader of the Democratic minority. He opposed a protective tariff and advocated payment for the slaves freed by the Emancipation Proclamation.



THOMAS F. BAYARD

His senatorial career ended in 1885 when he entered Cleveland's cabinet as secretary of state. The Bering sea first became an issue during the administration. In spite of the severe criticisms of his Bering sea policy by his political opponents, they had to adopt it and carry it out when they came into power. The British and Russian treaties, the Sackville-West incident, and the exchange of several famous notes with Lord Salisbury occurred during his term of office.

In 1893 Mr. Bayard was appointed minister to England. He was a most acceptable representative and during his term did everything in his power to promote

good feeling between the two nations. Few that have represented the United States in Great Britain have stood higher for scholarship or oratory than Mr. Bayard.

#### Rancid Butter Made Pure.

A new industry is to be started in Ireland; that is, the converting of rancid butter into the pure, sweet article. It is well known that butter is made rancid by reason of the liberation of butyric acid and other volatile acids and their derivatives, thru the action of microbes—in other words, thru the operation of decomposition. The process of renovating the butter consists in melting it down with a certain quantity of buttermilk and stirring until a fine emulsion is obtained. Hot air is then drawn thru the melted liquid, by which means a churning action is set up, and while the volatile acids are carried off the solid impurities sink to the bottom and are removed. Then a current of cold air is made to take the place of the hot, and under its influence the butter begins to separate in granules as in the ordinary method of churning. The result is admirable; good butter is made from bad.

#### Industrial Education in Germany.

The whole German people are being educated scientifically in the arts of industrial production. Nowhere in the world does manufacturing become so nearly a profession as in Saxony, for in this small kingdom there are no less than 111 technical institutes. Prussia has 200 such schools with 12,000 pupils; Hesse, with a population of 1,000,000, has eighty-three schools of design, forty-three of manufacturing industries, and many others for artisans of various trades.

#### Trades and Occupations of Americans.

A bulletin of the eleventh census, lately issued, shows that in 1890 there were in the United States 22,735,961 persons engaged in occupations of all kinds. Of the whole number of working people the females form 17.22 per cent. Divided by classes the working people of the country are as

## “Just as Good”

as Scott's and we sell it much cheaper," is a statement sometimes made by the druggist when Scott's Emulsion is called for. This shows that the druggists themselves regard

### Scott's Emulsion

of Cod-Liver Oil with Hypophosphites of Lime and Soda as the standard, and the purchaser who desires to procure the "standard" because he knows it has been of untold benefit, should not for one instant think of taking the risk of using some untried preparation. The substitution of something said to be "just as good" for a standard preparation twenty-five years on the market, should not be permitted by the intelligent purchaser.



Be sure you get SCOTT'S Emulsion. See that the man and fish are on the wrapper.

50c. and \$1.00, all druggists.  
SCOTT & BOWNE, Chemists, New York.

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Pears' is pure; no free alkali. There are a thousand virtues of soap; this one is enough. You can trust a soap that has no biting alkali in it.

All sorts of stores sell it, especially druggists; all sorts of people use it.

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follows: Agriculture, fisheries, and mining 9,013,336; professional, 944,333; domestic and personal service, 4,360,577; trade and transportation, 3,326,122; manufacturing and mechanical industries, 5,091,293.

There were 611,482 carpenters and joiners; 499,690 milliners and dressmakers; 1,000,000 bookkeepers, clerks, and salesmen; 690,658 merchants and dealers; 5,281,557 farmers and overseers, and 3,004,061 agricultural laborers; 349,592 miners; 60,000 fishermen; 347,344 professors and teachers; 104,805 physicians and surgeons; 89,630 lawyers, and 88,203 clergymen.

#### Low Price of Cotton.

The cause of the great fall in the price of cotton has been investigated by the U. S. treasury department. The figures show that the fall in price has been coincident with the increase in production. Since 1872 the United States, the chief cotton producer in the world, has quadrupled her cotton production. Twenty-five years ago the United States produced seventy per cent. of the cotton of the world; to-day eighty-five per cent. of the world's supply is produced here. Not only has cotton fallen, but there has been a corresponding fall in the price of cloth made of cotton.

#### A Lecturer from India.

Pundit J. C. Chatterji, one of the most interesting Orientals yet seen in this country, lately arrived in New York; he will lecture in different cities. Like many high caste Brahmins he has thrown away his "thread"—the distinctive Brahminical caste mark—to become a Theosophist, and he now comes to America in the interest in that movement as the personal ablegate of Annie Besant. Chatterji created a profound sensation two years ago in the woman's congress in San Francisco, when he fiercely denounced the women present for wearing dead birds in their hats. Some of the ladies resented his remarks as insulting; others praised him for his fearlessness in condemning what to him was a crime.



PUNDIT CHATTERJI

#### American Losses in the War.

Adjutant General Corbin has furnished the war department investigating commission with the following complete statement of the casualties during the war, which is officially accurate:

Deaths from all causes between May 1 and Sept. 30, inclusive, as reported to the adjutant general's office up to date, Oct. 3, 1898, were:

	Officers.	Enlisted Men.
Killed	23	257
Died of wounds, 4		61
Died of disease, 80		2,485
	107	2,803

An aggregate of 2,910 deaths out of a total force of 274,717 officers and men, or a percentage of 1.059.

#### Electricity by Water Power.

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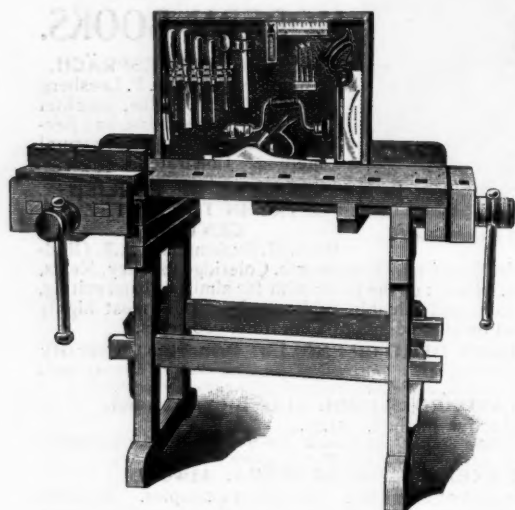
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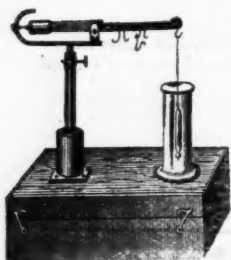
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